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ABSTRACT

Designed to meet the need for elementary school students to understand the status, needs, and contributions of Asian Americans, this curriculum guide was developed as a result of an in-service teacher education workshop. The basic premise of the guide is the recognition that student awareness and understanding of Asian Americans should be developed through integrating an Asian American curriculum into ongoing curricula. Lesson plans for the guide are arranged in grade level order from kindergarten through sixth grade with one lesson for grades five through nine. Lessons are included for subjects such as social studies, music, math, reading, and language arts. All lessons follow the same format, with a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Worksheets follow each lesson when needed. Supplementary materials provide additional information on specific aspects of the Asian American heritage. These materials include games and an annotated bibliography of print and non-print materials. (Author/PMR)

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ASIAN AMERICAN CURRICULUM GUIDE: ELEMENTARY

INTEGRATING ASIAN AMERICAN
CURRICULUM INTO THE CLASSROOM
Funded by ESEA, Title IV, Part C
P.L. 93-380

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Adopted 9/6/77
See also Affirmative Action Program

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Preface

This Asian American Curriculum Guide was developed as a result of the in-service training program of an ESEA, Title IV-C Project. "Integrating Asian American Curriculum into the Classroom," was based on a need for students to understand the status, needs and contributions of Asian Americans and for teachers to have assistance in integrating their curriculum. The project objectives are: 1) To promote an awareness of the history, heritage, needs and contributions of Asian Americans in our society and 2) To develop and disseminate Asian American curriculum for use in St. Paul classrooms.

The Program

In order for students to gain a positive awareness and understanding of Asian Americans, non-stereotypic and sensitive Asian American curriculum should be integrated into ongoing curricula.

Through in-service workshops, teachers in St. Paul (K-12) are assisted by project staff in the development of Asian American lessons. Using the resources available at the Asian American Resource Center (AARC) and local resource consultants, teachers integrate their existing classroom activities in all subject areas with the Asian American lessons developed at the Center.

The Asian American Resource Center

The AARC was established to overcome the lack of adequate material and information available. Filmstrips, books, games, movies, and cultural artifacts from various Asian American ethnic groups can be found at the Center. These K-12 materials are available to teachers as well as class visits to the Center.

The project staff would appreciate receiving your comments about the curriculum guide. The project and Center is located at 27 E. Coranium, St. Paul, MN. 55117, telephone: 488-3051.

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ASIAN AMERICAN RESOURCE CENTER

Notes to the Teacher

The following lessons and activities were developed by elementary teachers during the in-service workshops at the Asian American Resource Center. Many of the lessons were selected from an entire unit and have been edited for general use. An introduction to Asian Americans (who they are, how diverse a group is it, etc.) should be provided to students before teaching many of these lessons.

Curriculum Format

The lessons are divided according to grade level and teacher. Subject areas for each lesson are designated at the top.

Each lesson plan is structured in a conceptual format. Major ideas and organizational themes are provided under the Key Concept heading to facilitate the incorporation of the lesson into ongoing curricula.

The generalization for each lesson provides teachers with a statement of the content emphasis. This generalization is followed by specific behavioral objectives. Activities in the lessons were designed to help achieve these student skills and performances.

The Teaching Procedures section outlines activities, discussion questions, worksheets, and supplementary ideas used to present the lessons' main ideas. To evaluate the effectiveness of these activities, specific wrap-up activities (or post tests) are provided in the Evaluative Procedures section.

A listing of books, articles and other materials needed for an activity, i.e., paper, glue, etc., follow the evaluative procedures.

Supplementary Materials

The materials in this section provide additional information on specific aspects of the Asian American heritage. Suggestions for their integration into existing lesson units are also provided.

The Asian American Curriculum Guide is not a complete and comprehensive unit on Asian American history and heritage. The lessons are intended to serve as a guide to educators; they are examples of ways to integrate Asian American curriculum into various subject areas. Teachers should feel free to adapt these lessons to meet their specific needs.

The project staff would like to thank those teachers who participated in the project. Their efforts and energy helped create these resources.

ELEMENTARY ASIAN AMERICAN CURRICULUM

NAME: Mary Pat Goodman SCHOOL: Immaculate Heart of Mary

SUBJECT: Music GRADE LEVEL: Kindergarten

TITLE OF LESSON: Introducing Hawaiian American Contributions Through Music

KEY CONCEPT(S): Hawaiian American Heritage
Similarities/Differences

GENERALIZATION(S): Many Americans sing and dance. Some Hawaiian Americans (people of Japanese, Chinese, Polynesian, Pilipino, and European ancestries) tell stories in song. Their dances include special words and movements.

BEHAVIORAL OBJECTIVE(S): The children/students will be able to:

1) Sing Hawaiian songs.

2) Demonstrate movements to songs (hula).

TEACHING PROCEDURE(S):

1) Discussion:

- How many of you know a song?
- How many of you know a dance?
- How many of you know a story?
- Have you ever put all three together at the same time?

  -Some Hawaiian Americans can tell a story in song with their bodies.

2) Teach the song: "If You Want to Learn to Dance the Hula" to explain what the "hula" means.

3) Demonstrate "Ami" (hip motion) and how to use your feet and hands.

4) Invite Resource Person (Hawaiian American) to demonstrate and teach hula movements.

- Record available: Dances of Hawaii - "Hukilau"
- Review some Hawaiian words:
  Hukilau - fishing party
  Laulau - leaves) food is baked in leaves
  Kaukau - food)
  Luau - party
  Ama ama - fish

TEACHING PROCEDURE(S):

- Learn all words of song.
- Learn movements to words of song: Dances of Hawaii, p. 3.
- Play record and do "hula."

All directions in Dances of Hawaii, pp. 1-2.

Feet:

Hula Right

count 1 - With right foot take short step to right.
count 2 - Bring left foot over to right foot.
count 3 - With right foot take another short step to right.
count 4 - Bring left foot to right, keeping weight on the right foot.

Hula Left
(opposite)

Hula Right

Feet	Arms	Hands
ct. 1-Step right	Hula right position	Fingers stretch
ct. 2-Close with left	(extend right arm,	Curl fingers toward thumbs
ct. 3-Step right	left arm-bent, chest	Fingers stretch
ct. 4-Touch left	high)	Curl fingers toward thumbs
	Hula right position	
	Hula right position	
	Change to hula left	

Hula Left (opposite)

EVALUATIVE PROCEDURE(S): Ask students to perform one hula dance step using feet, hands, and arms. They should also sing the accompaniment.

RESOURCES AND MATERIAL(S):

- Dances of Hawaii, Dance Patterns by Sylvia Marks and Valerie Sill, Stanley B. Bowmar Company, Los Angeles, 1962.
- Children's Songs from Hawaii, Carol Roes, Mele Loke Publishing Company, Honolulu, 1966.
- Resource Person - Hawaiian American.

NAME: Mary Pat Goodman

SCHOOL: Immaculate Heart of Mary

SUBJECT: Literature

GRADE LEVEL: Kindergarten

TITLE OF LESSON: Folktales

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Folktales are favorite stories that people tell one another over and over again in many versions, generation after generation. These stories can express the cultural heritage of a people.

BEHAVIORAL OBJECTIVE(S): The children will be able to draw a picture of an Asian American folktale.

TEACHING PROCEDURE(S):

1) Discussion: What favorite story have you heard?

   Asian Americans have favorite stories, too. We call these folktales because they are told over and over, year after year. Asian American children may hear them from their parents or grandparents.

2) Read: White Squash Boy, after telling the children this is a Pilipino folktale that teaches a moral lesson.
   After the story is read, listen to comments.

   . What was the moral of the story?

3) Another version of this folktale is Peach Boy, a Japanese folkstory. Briefly tell story showing illustrations.

   . How are White Squash Boy and Peach Boy the same?
   . Do you think White Squash Boy and Peach Boy are the only Asian American folktales people tell? (Korean Americans, Vietnamese Americans, and Chinese Americans may know other folktales from their heritage.)

4) Pass out 12" x 18" paper to each child. Illustrate either folktale--White Squash Boy or Peach Boy.

TEACHING PROCEDURE(S):

Additional Activities

1) The next day, during Creative Dramatics, dramatize one of the Asian American folktales read.

2) Invite an Asian American resource person to tell children a folktale.

3) Read other Asian American folktales.

4) Teach an Asian song based on a folktale.

EVALUATIVE PROCEDURE(S):

Have children illustrate an Asian American folktale.

RESOURCES AND MATERIAL(S):

- "White Squash Boy," Fairy Tales from the Philippines, D. L. Robertson, Dodd, Mead and Company, New York, 1971.
- Peach Boy and Other Japanese Children's Favorite Stories, Florence Sakade (Ed.), Charles E. Tuttle Company, Rutland, 1977.
- Little One-Inch and Other Japanese Children's Favorite Stories, Florence Sakade (Ed.), Charles E. Tuttle Company, Rutland, 1977.
- Tales of a Chinese Grandmother, Frances Carpenter, Charles E. Tuttle Company, Rutland, 1977.
- The Foxes and the Horse Dealer, Toshiko Kanzawa, Gakken Company, Tokyo, 1973.
- Asian American resource person.

NAME: Mary Pat Goodman SCHOOL: Immaculate Heart of Mary

SUBJECT: Math/Social Studies GRADE LEVEL: Kindergarten

TITLE OF LESSON: Ways of Writing and Counting Numbers - Expressing an Idea

KEY CONCEPT(S): Similarities/Differences

GENERALIZATION(S): The writing of numbers may take various forms (numerals, tne number word, characters, etc.). Some Asian Americans learn to count and write numbers in an Asian language.

BEHAVIORAL OBJECTIVE(S): The children will be able to:

1) Count in other languages (with assistance).

2) Print the number word "two" in Japanese, Chinese, Korean, Vietnamese or Tagalog.

3) Print the character for "two" in Japanese/Chinese.

4) Print the number word "two" in English.

TEACHING PROCEDURE(S):

1) Discuss ways of noting numbers (e.g., tally marks, numeral, number word, Roman numerals, etc.) using the number "2".

. How can we write "2"?

2) Explain that some Asian Americans learn to count and write in another way too. Parents may teach them or they may learn at special schools after "regular" school.

3) Show charts of Japanese/Chinese/Korean/Vietnamese/Tagalog words and characters for one-ten. Count from one-ten in each language. Have children repeat.

4) Point out the words for "two" in these languages and the Japanese/Chinese character for "two."

TEACHING PROCEDURE(S):

5) On a large sheet of paper, which has been folded twice, have children print the number "2" in the first box; number word "two" in the second box and:

   a) print the Japanese/Chinese character for "two" in the third box and the Japanese or Chinese word for the character in the fourth box. Or,

   b) print the number "2" again in the third box and the Korean, Vietnamese, Tagalog (Pilipino) word for the number "2" in the fourth box.

Eg.,

2	two
二	ni

Supplementary Activities

- Pick another number and write the many other Asian words for the same number.
- Have an Asian American resource person visit the students and demonstrate Chinese/Japanese calligraphy.

EVALUATIVE PROCEDURE(S):

Print numeral "2," the number word in English, and print the character for two in Asian.

RESOURCES AND MATERIAL(S):

- Paper for each child (12" x 18").
- Chart displaying numerals and equivalent of the Asian words.
- Asian American Curriculum Guide, St. Paul Public Schools, June, 1978:
  - p. 63 - Number chart
  - p. 122 - Counting in Japanese
  - p. 222 - Counting in Korean
  - pp. 223-227 - How to write Japanese characters (1-10)
- Asian American Resource Person for Calligraphy Demonstration.

English	Chinese (toisan)		Japanese		Pilipino (tagalog)	Vietnamese
① One	一	yat	一	ichi	isa	mo't
② Two	二	yi	二	ni	dalawa	hai
③ Three	三	saam	三	san	tatlo	ba
④ Four	四	sei	四	shi	apat	bốn'
⑤ Five	五	ng	五	go	limá	nắm
⑥ Six	六	luk	六	roku	anim	sáu
⑦ Seven	七	tsat	七	shichi	pito	bây'
⑧ Eight	八	baat	八	hachi	walo	tám'
⑨ Nine	九	gau	九	ku	siyam	chín'
⑩ Ten	十	sap	十	ju	sampú	muòi

NAME: Susan Mahoney SCHOOL: Immaculate Heart of Mary

SUBJECT: Social Studies GRADE LEVEL: 2nd

TITLE OF LESSON: Family Traditions I

KEY CONCEPT(S): Similarities/Differences, Traditions

GENERALIZATION(S): Asian Americans and non-Asian Americans have certain traditions and customs which they continue in their families. Some of these traditions are unique to certain ethnic groups.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Describe several traditional activities associated with the Chinese New Year.

2) Write about two customs involved in this celebration.

TEACHING PROCEDURE(S):

1) Explain the differences between the Gregorian calendar and the lunar calendar. (The lunar calendar is based on the movements of the moon around the earth. The moon circles the earth, changing from a new moon to a full moon and back to a new moon, in about 29-1/2 days--almost a month.)

The Gregorian calendar is based upon the earth moving around the sun. It takes about 365-1/4 days for the earth to revolve around the sun.

The first day of the Chinese new year usually falls between the end of January and early February according to the Gregorian year.)

2) Discuss how some Chinese Americans may prepare for the New Year. Use "Chinese New Year s" cards and tape from Multi-Ethnic Sequential Card Series which describe several preparations for the Chinese New Year.

- What are some preparations for the Chinese New Year celebration?
- Are some preparations similar to your preparations for the New Year?
- Does everyone celebrate the New Year the same way?
- Do you think all Chinese Americans celebrate the same way?

TEACHING PROCEDURE(S):

3) List the students' own activities during the New Year holiday.

- How does your family prepare for the New Year?
- Are there traditions that are carried out each year during this time?

Supplementary Activities

For more information on the traditional celebration of Chinese New Year, read Rice Cakes and Paper Dragons to the class. This story follows Marie Chan, a Chinese American girl, as she prepares for the New Year.

EVALUATIVE PROCEDURE(S):

Have students describe two customs associated with the celebration of the Chinese New Year.

RESOURCES AND MATERIAL(S):

- An Album of Chinese Americans, Betty Lee Sung, Franklin Watts, New York, 1977.
- "Chinese New Year's," from Multi-Ethnic Sequential Card Series, Developmental Learning Materials, Niles, 1974.
- Rice Cakes and Paper Dragons, Seymour Reit, Dodd, Mead and Company, New York, 1973.

NAME: Susan Mahoney SCHOOL: Immaculate Heart of Mary

SUBJECT: Social Studies GRADE LEVEL: 2nd

TITLE OF LESSON: Family Traditions II

KEY CONCEPT(S): Similarities/Differences, Traditions

GENERALIZATION(S): Asian Americans and other Americans have traditions which they continue in their families. There are many unique cultural traditions associated with the Chinese New Year.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Review and describe some traditional activities associated with the Chinese New Year.

2) Make red envelopes similar to those used during the New Year.

TEACHING PROCEDURE(S):

1) Review the traditional preparations and activities for the Chinese New Year.

   . What are some preparations Chinese American families will make for the coming New Year?
   . Do all Chinese Americans celebrate the New Year the same way? (No)

2) Read the stories, "The Story of the Red Envelopes," and "Red Envelopes."

   . When are the red envelopes used?
   . Who receives the little red envelopes? From whom?
   . What do the red envelopes look like?
   . What do certain pictures mean?
     Bat - (blessing)
     Fish - (plenty of food)
     Peaches - (longevity)
     Bamboo - (peace)

EVALUATIVE PROCEDURE(S):

1) Review the Chinese New Year preparations with the class.

EVALUATIVE PROCEDURE(S):

- What are some preparations for the Chinese New Year?
- What are red envelopes?
- Do all Chinese Americans celebrate the Chinese New Year?

2) Have children make red envelopes with a happy message enclosed. They will exchange envelopes in class.

RESOURCES AND MATERIAL(S):

- Red Envelopes, Annie Ching, Asian American Bilingual Center, Berkeley, 1978.
- The Story of Red Envelopes, Gordon Lew, Chinese Bilingual Program, ESEA Title VII, San Francisco, 1971.
- Red Envelope Activity Sheets.

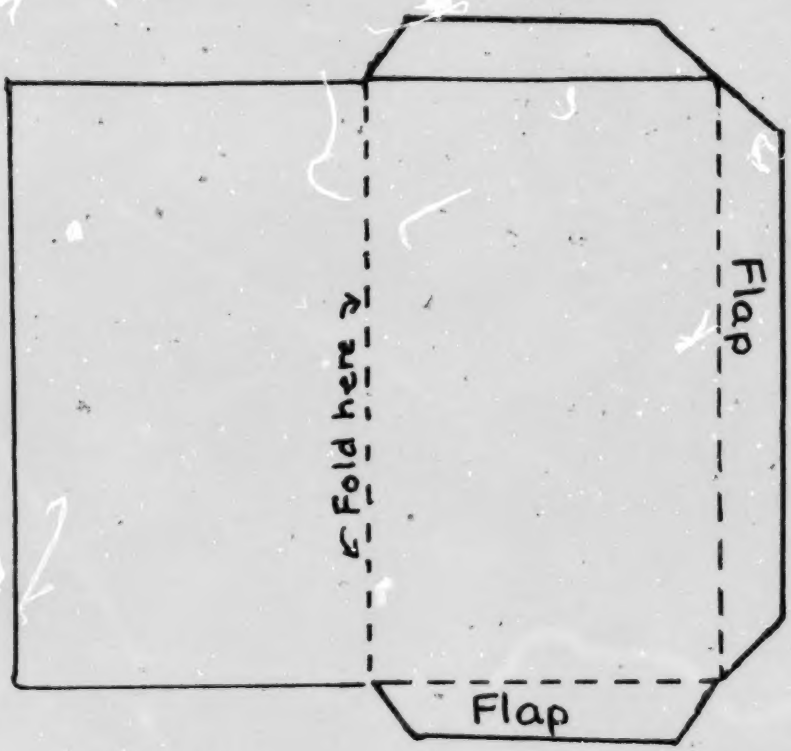
NAME _____

RED ENVELOPES

Use red paper for your envelopes. Cut out this pattern and trace the shape on the red paper.

Cut out the shape and fold the flaps to the center. Glue the envelope together. Leave one end open.

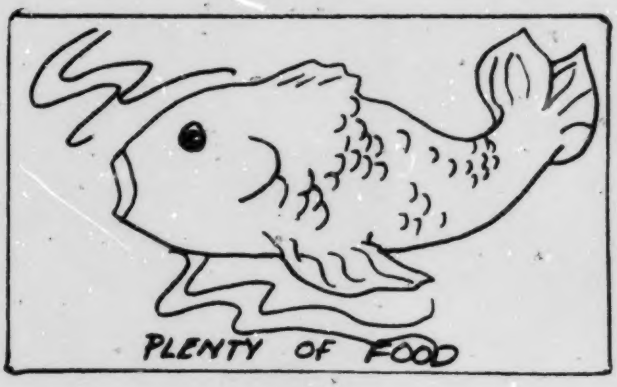
Decorate your envelope by glueing one of the pictures to the front of the envelope.



PEACE

BLESSING

LONG LIFE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NAME: Susan Mahoney SCHOOL: Immaculate Heart of Mary

SUBJECT: Social Studies GRADE LEVEL: 2nd

TITLE OF LESSON: Asian American Toys and Games

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Many children in the United States play with Asian American toys.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Identify and describe the usage of the tangram and the Buun-buun.

2) Make a Buun-Buun and a tangram figure.

TEACHING PROCEDURE(S):

Day One

1) Have students describe their favorite toys and games.

. Can any of those items be made?

2) Demonstrate the making of the Buun-Buun. Use the directions offered in East/West Activities Kit.

3) Have students create their own buun-buuns.

Day Two

4) Explain the origin of tangrams and demonstrate its usage by using tangram pieces. Use Tangrams: An Ancient Chinese Puzzle.

5) Pass out tangram pattern and have students cut them out. Students should try to assemble those pieces into the figures provided on another sheet.

EVALUATIVE PROCEDURE(S): Have the students describe the buun-buun and the tangram, and create them, i.e. a buun-buun and a tangram figure.

RESOURCES AND MATERIAL(S):

- East/West Activities Kit, Visual Communications, Los Angeles, 1976.
- Tangrams: An Ancient Chinese Puzzle, "A Conceptual Skill Development Kit," Carol Kubota, Dept. of Instruction, Olympia, 1976.
- Tangram Activity sheets.

NAME _____

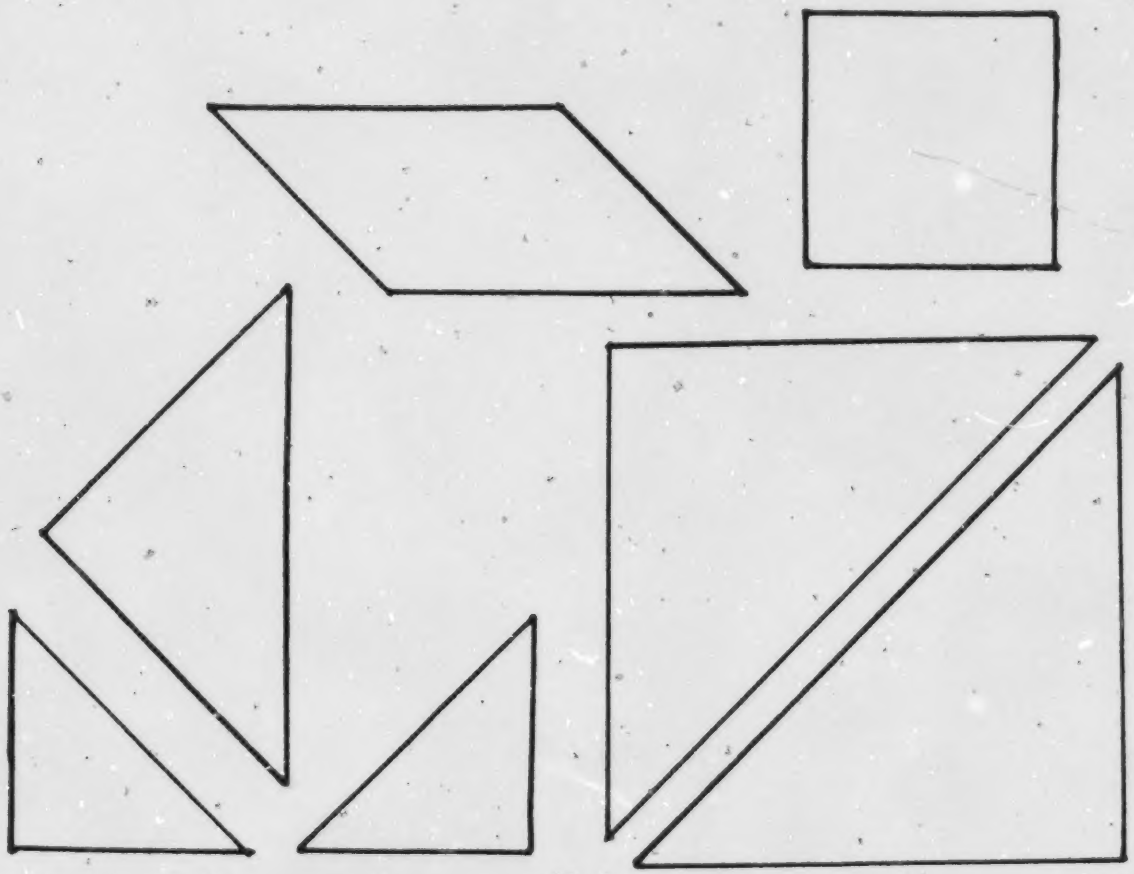
TANGRAMS

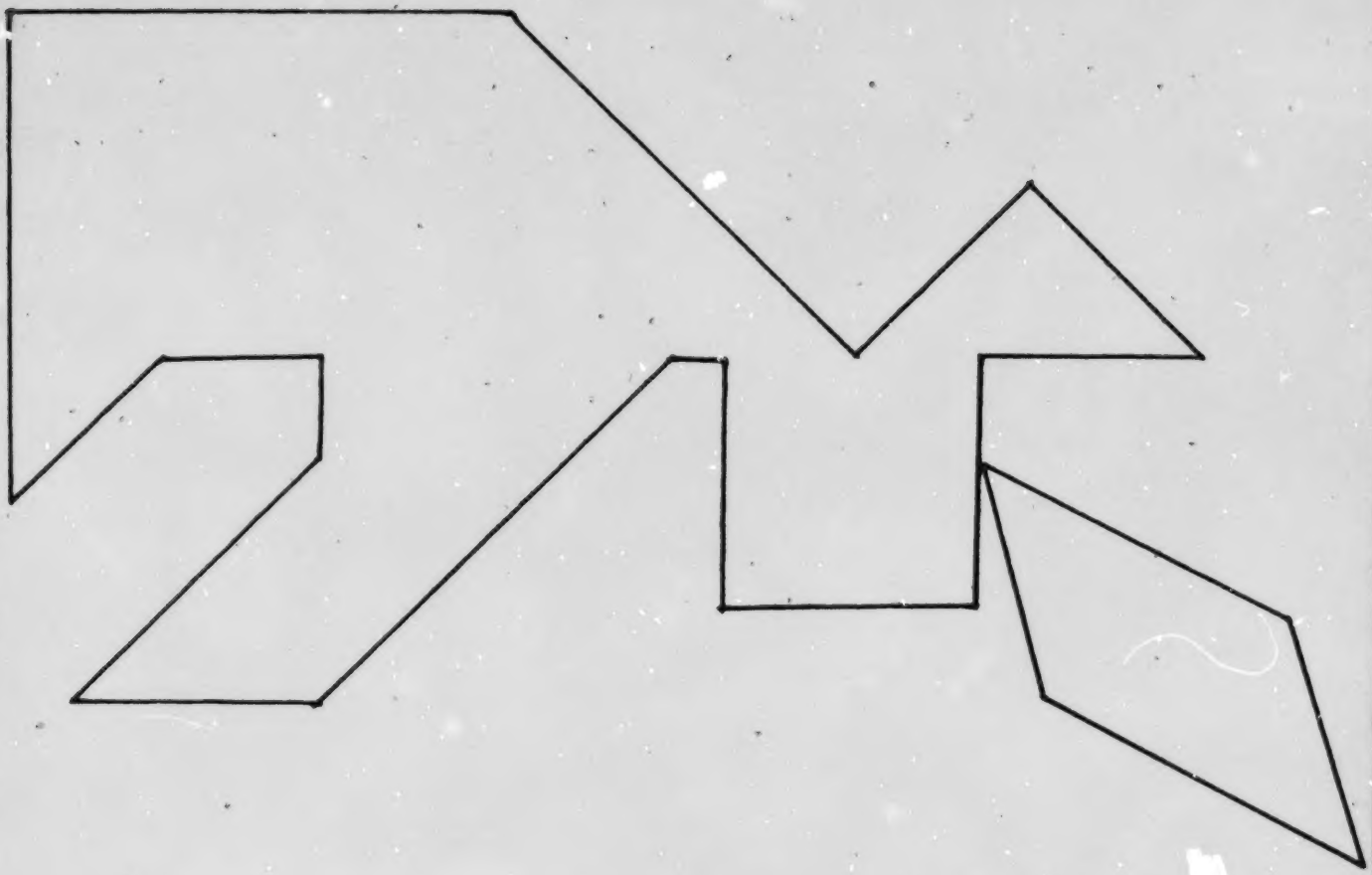
1) Cut out the seven tangram pieces at the bottom of the page.

2) Now, try to make the rabbit form with the seven pieces.

3) Try to make the rectangle with the seven pieces.

4) Make up your own tangram shape and see if a friend can make the same shape.





NAME: Helen McArdle

SCHOOL: Immaculate Heart of Mary

SUBJECT: Social Studies

GRADE LEVEL: 3rd

TITLE OF LESSON: Comparing the Daily Lives of Two Asian American Families With Our Own

KEY CONCEPT(S): Similarities, Ethnic differences

GENERALIZATION(S): The basic needs of all families are met by their cultures. These needs are shared by all people regardless of their cultural background.

BEHAVIORAL OBJECTIVE(S): Students will be able to note differences in beliefs, foods, recreation and traditional clothing between some Asian American families and their own.

TEACHING PROCEDURE(S):

Day One

1) Initiate a discussion of a typical day for a particular child in a classroom. List activities and items for several subjects.

   . Family responsibilities.

   . Special groups they may belong to.

   . Favorite food.

   . Family recreation.

2) Show filmstrip, "Chinatown," from Five Families. Note the similarities between the needs of the Yang family and their own family.

   Discuss some of the ethnic differences.

   . What do the Yangs do that you don't do?
   . What is an abacus? (Counting machine)
   . What kind of instrument does Mr. Yang play? (Chinese flute)
   . How is Mr. Yang teaching his children Chinese?

Day Two

1) Show filmstrip, "Cynthia, Japanese American Girl," from Children of the Inner City.

TEACHING PROCEDURE(S):

2) Discuss the differences between Cynthia's family and their own family.

- Beliefs
- Celebration (Obon)
- Foods
- Family Roles (respect for grandparents)
- How is Cynthia's family the same as yours?

Day Three

Show filmstrip, "Siu Mei Wong - Who Shall I Be?" from The Many Americans II.

- Pass out worksheets for the filmstrip.

Day Four

Have a general discussion on the three Asian American families studied.

- What types of activities do these Asian American families share with your families?
- How do they meet their basic needs?
- How are these families different than yours?

Supplementary Activities

- Make other Asian American stories about families available. Ruel's story (Pilipino American) is told in Got Me a Story to Tell.
- Asian American People and Places describes the daily lives of different Asian American people, Korean, Samoan, Pilipino, Japanese, and Chinese.

EVALUATIVE PROCEDURE(S):

Children will list three similarities and differences between the Asian American families they learned about and their own family in relation to beliefs, foods, recreation, and traditional clothing.

RESOURCES AND MATERIAL(S):

- "Chinatown" from Five Families, Scholastic, New York, 1972.
- "Cynthia, Japanese American Girl" from Children of the Inner City, Society for Visual Education, Chicago, 1970.
- "Sui Mei Wong - Who Shall I Be?" from The Many Americans II, Learning Corporation of America, New York, 1976.

RESOURCES AND MATERIAL(S):

For Supplementary Activities

- Asian American People and Places, Visual Communications, Los Angeles, 1972.
- Got Me a Story to Tell, Sylvia Yee and Lisa Kokin St. John's Educational Threshold Center, San Francisco, 1977.

Name_____

Siu Mei Wong-Who Shall I Be?

1. In what ways is the Chinatown of Los Angeles like the rest of other large American cities?

2. In what ways is it (Chinatown) unlike other large American cities?

3. In what ways did Siu Mei Wong feel distinctly Chinese American?

4. In what ways did Siu Mei Wong want to change?

5. What did Siu Mei's father mean when he said, "I sew for you. You must be proud for me."? Why is being proud of one's background important?

NAME: Helen McArdle SCHOOL: Immaculate Heart of Mary

SUBJECT: Math GRADE LEVEL: 3rd

TITLE OF LESSON: Learning to Write, Read, and Use Japanese Characters for Numbers

KEY CONCEPT(S): Symbolism, Heritage

GENERALIZATION(S): Many Americans are bilingual. Depending on their ethnic heritage, many people speak another language besides English.
There are many different words for the same object or number.

BEHAVIORAL PROCEDURE(S): Students will be able to:

1) Write the Japanese and Chinese characters for 1-10.

2) Compute several problems using the Japanese and Chinese characters.

TEACHING PROCEDURE(S):

1) Discuss the many names for numbers in different languages. Although people may have different words for numbers, the numbers are used the same way.

. Use the board to illustrate the different words for the number "eight."

8 - eight ocho-(Spanish) huit-(French)

chakoe-(Sioux) åtte-(Norwegian)

2) Many Japanese American children can speak English and Japanese. They are bilingual. Instead of spelling the number "one," O-N-E, in English, the Japanese character (-) can also be used.

The Chinese characters are the same as the Japanese except the word for each number is different.

3) Pass out worksheet showing the Japanese characters for the numbers and their pronunciation. Have the students practice writing the characters in the boxes.

TEACHING PROCEDURE(S):

4) Pass out the worksheets on adding and subtracting using the Japanese characters.

EVALUATIVE PROCEDURE(S):

Students should be able to successfully complete the worksheet using the characters.

RESOURCES AND MATERIAL(S):

. Japanese Number Characters Sheet.

. Worksheet using the Japanese characters.

Japanese Number Characters

1. One	一	ICHI	----
2. Two	二	NI	
3. Three	三	SAN	
4. Four	四	SHI	
5. Five	五	GO	
6. Six	六	ROKU	
7. Seven	七	SHICHI	
8. Eight	八	HACHI	
9. Nine	九	KU	
10. Ten	十	JU	

Name _____

Use the following Japanese characters to fill the blanks correctly.

二 四 六

五 三 一

1. Seven marbles minus 5 marbles = ☐

2. Eighteen dresses are hanging on a rack. Twelve fall off. How many are left hanging? ☐

3. ☐ x 3 = 15

4. 8 x ☐ = 24

5. ☐ x 75 = 75

35

NAME: Helen McArdle SCHOOL: Immaculate Heart of Mary

SUBJECT: Social Studies GRADE LEVEL: 3rd

TITLE OF LESSON: Comparing and Contrasting Chinese New Year to our Celebration of New Year

KEY CONCEPT(S): Similarities, Differences

GENERALIZATION(S): There are many similarities and differences between the Chinese American New Year celebration and a non-Asian New Year celebration.

BEHAVIORAL OBJECTIVE(S): The children will be able to:

1) List two activities pursued by many Chinese Americans in their New Year celebration.

2) Know the animal named for the present year under the Chinese calendar.

TEACHING PROCEDURE(S):

1) What are some holidays that we celebrate? Discuss importance and popularity of each.

   One of these holidays--New Year is also celebrated in a different way by Chinese Americans in our society.

2) Discuss our celebration of the New Year's.

   . How do you celebrate the New Year?
   . What foods do you eat?
   . What activities do you do (adults, children)?

3) Compare their celebration of New Year with the Chinese New Year celebration. Select readings from:

   Chinatown Sunday: The Story of Lillian Der, Carol Bales
   An Album of Chinese Americans, Betty Lee Sung

4) Have the students color sheets on the year of the Ram and explain the Ram's characteristics.

5) Discuss the similarities and differences between the New Year celebrations.

TEACHING PROCEDURE(S):

- Are special foods eaten for your New Year celebrations? Chinese New Year celebrations?
- How are children involved with the festivities?

EVALUATIVE PROCEDURE(S):

Most of the children will be able to list 2 activities for the Chinese New Year and will describe the zodiac animal for 1979 (Ram).

RESOURCES AND MATERIAL(S):

- An Album of Chinese Americans, B. L. Sung, Watts Company, New York, 1977.
- Asian American Curriculum Guide, St. Paul Public Schools, 1978, 189-191.
- Chinatown Sunday, The Story of Lillian Der, Carol Ann Bales, Reilly and Lee Books, Chicago, 1973.
- "Year of the Ram" and Zodiac" worksheets.

What Year Were You Born In?

1960 The year of the Mouse 1972

1961 The year of the Ox 1973

1962 The year of the Tiger 1974

1963 The year of the Rabbit 1975

1964 The year of the Dragon 1976

1965 The year of the Snake 1977

1966 The year of the Horse 1978

1967 The year of the Sheep 1979

1968 The year of the Monkey 1980

1969 The year of the Rooster 1981

1970 The year of the Dog 1982

1971 The year of the Boar 1983

Dog Year people are sincere and honest.. Dog people are stubborn, but are loyal friends.

Boar Year people are polite, kind, and affectionate. Although they have short tempers, Boar people hate to argue. They are well informed people and rarely seek help from others.

People born in the Rooster Year are enthusiastic and extremely brave. They are ambitious in their jobs, and they are deep thinkers. They are selfish, bold, and distrustful, yet they are capable af attracting loyal and close friends.

Year of the Ram

1907	1955
1919	1967
1931	1979 ⇦
1943	1991

Ram people are extremely gentle and intelligent. They tend to be over-timid and pessimistic but are highly talented in art fields. Ram year people generally lead comfortable lives.

NAME: Maureen Willard SCHOOL: Jackson Elementary

SUBJECT: Social Studies GRADE LEVEL: 5th

TITLE OF LESSON: Asian Americans Have Roots in Many Countries

KEY CONCEPT(S): Immigration

GENERALIZATION(S): America is made up of people who come from many different countries.

BHEAVIORAL OBJECTIVE(S): Students will be able to:

1) Identify some Asian countries where some Asian Americans have roots.

2) Define "immigrant."

3) Complete a crossword puzzle using words learned in the lesson.

TEACHING PROCEDURE(S):

1) Begin with a discussion.

- Where do many Black Americans have roots?
- Where do many White Americans have roots?
- Who are Asian Americans and where do they have their roots? (Asian Americans aren't with American ancestry. Many have roots in Japan, China, Korea, the Philippine Islands, Vietnam, and other Asian countries.)

2) Show these countries on the map and trace the immigration routes.

- How did many immigrant groups arrive in the United States? (By boat, plane, etc.)
- Why did many come? (Some were forced, others were fleeing, others sought economic betterment, etc.)
- What is "immigration?" (The act of moving from one country to another.)
- Who is an "immigrant?"
- Who are the most recent immigrants from Asian countries? (The Indochinese-Cambodian, Laotian, Thai, Vietnamese, and Hmong.)
- What do you think are some of the problems of immigrants who speak no English?
- How do you think the basic needs of food, clothing, and shelter might be met by someone who is new to this country.

EVALUATIVE PROCEDURE(S): Students will complete a crossword puzzle that focuses on Asian immigration.

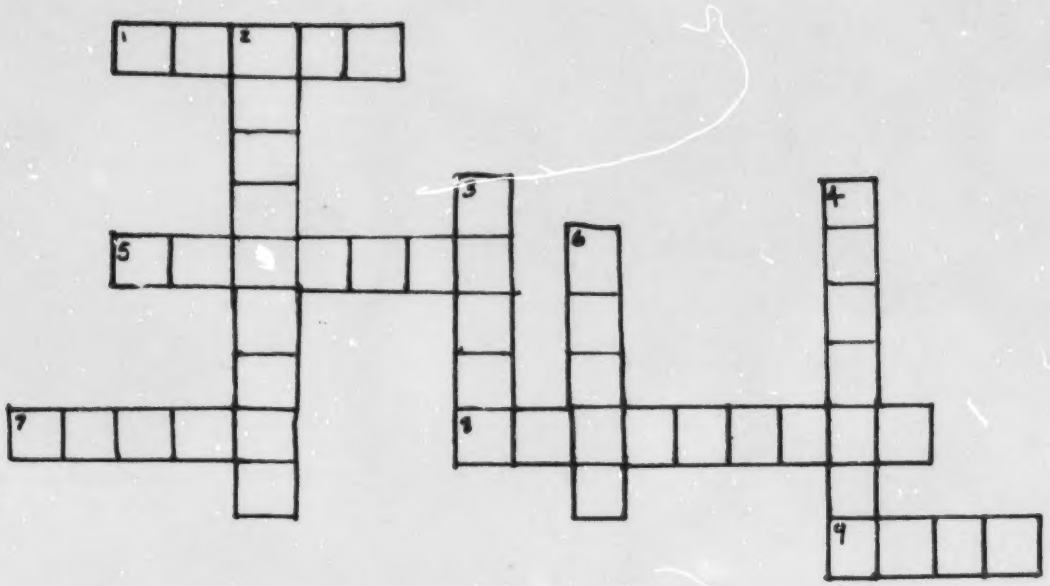
Key

a) Asian
b) Immigrant
c) China
d) Vietnam
e) English
f) Korea
g) Japan
h) Americans
i) Many

RESOURCES AND MATERIAL(S):

- Map of world.
- Crossword puzzle.

NAME_____



Words to use:

Americans	Many
Vietnam	English
Japan	China
Asian	Immigrant
Korea	

Across

1. Many people in this country are _____ Americans.
2. An immigrant to the United States may have difficulty if he/she does not speak _____.
7. Some Asian Americans have roots on the island of _____.
8. Although people in this country come from different backgrounds, they are all _____.
9. The United States is made up of _____ different people.

Down

2. A person who makes a home and settles in a new country is called an _____.
3. Many of our earliest Asian American immigrants were from the large country of _____.
4. Our most recent group of immigrants in this country are from _____.
6. Other Asian Americans are from _____.

NAME: Maureen Willard SCHOOL: Jackson Elementary

SUBJECT: Social Studies GRADE LEVEL: 5th

TITLE OF LESSON: Vietnamese Immigrants

KEY CONCEPT(S): Immigration, Contributions

GENERALIZATION(S):

1) Asian Americans vary in many ways, including background, cultures, and languages, but they are all Americans.

2) The Vietnamese, America's recent immigrants, are making many contributions to the United States.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Use each new vocabulary word in a sentence.

2) Describe some of the problems faced by the Vietnamese refugee in America.

3) Describe some of the contributions made by the Vietnamese in America.

TEACHING PROCEDURE(S): Day One

1) Begin by a discussion on the Vietnamese refugee situation.

- Who are the Vietnamese? (Show the students a map indicating the location of Vietnam.)

- Why are many Vietnamese moving to this country? (Vietnam is divided into two parts--the Northern section is under communist rule and the Southern section was not. North and South Vietnam have been in a struggle since 1954. The United States joined the struggle as an ally of South Vietnam in 1965.

  In 1973 the withdrawal of United States intervention began and gradually the South Vietnamese were left alone in the struggle against North Vietnam.

  In 1975 a major attack was launched at the door of Saigon (the capitol of South Vietnam). Many countries, including the United States closed their embassies there and began to evacuate their employees.

TEACHING
PROCEDURE(S):

The evacuation of Americans and Vietnamese began by air and sea. Many refugees were taken first to the Philippines and then to camps in the United States.

Many Vietnamese still are immigrating to America. Conditions in Vietnam are poor for many South Vietnamese people.)

2) What problems did many Vietnamese face upon entering the United States?

-No established settlement or community of Vietnamese was available to help the newcomers.

-Language barrier.

-Some families were separated in the immigration process.

-Some families had little more than the small possessions they brought with them.

-Many refugees were highly educated, yet could only take jobs far below their ability.

-Many refugee camps were crowded.

-Many families were sponsored by groups all over the United States. Extended families and friends were often divided.

-Memories of friends and relatives still in Vietnam often trouble the Vietnamese refugees.

(For more information on the Vietnamese refugee situation, read the collection of Indochinese materials available at the Asian American Resource Center.)

3) Write the new vocabulary words on the board. Solicit their definitions from the class.

a) Asian American - Americans of Asian ancestry.

b) Immigrant - Person who leaves one country to live in another.

c) Refugee - Immigrant who is escaping or fleeing from a country.

d) Contribution - Something that is given to or shared with another person.

TEACHING PROCEDURE(S):

Day Two

1) Many Vietnamese in America are continuing to follow many cultural traditions. Vietnamese folktales and games are becoming contributions to America's multicultural collection.

2) Read a Vietnamese folktale from one of the following books:

Beyond the East Wind, Van Quyen
Cổ Tich Nhi Dồng I and II, Van Diên

Students can role play or illustrate the tale.

3) Distribute the handouts on Bầu Cua Cá Cop, a Vietnamese game.

Have students construct their own game boards and play the game using chips or a point system for money.

EVALUATIVE PROCEDURE(S):

Distribute a worksheet with the following questions:

. Use each of these words in a sentence.

a) Asian American
b) Immigrant
c) Refugee
d) Contribution

. List/describe three problems faced by many immigrant Vietnamese.

. List two contributions made by the Vietnamese to America.

RESOURCES AND MATERIAL(S):

. Beyond the East Wind, Duong Van Quyen and J. Coburn, Burn, Hart and Company, Thousand Oaks, 1976.

. Cổ Tich Nhi Dong, I and II, Tran Van Dien, [illegible]nd-asia Publications, Grand Rapids, 1976.

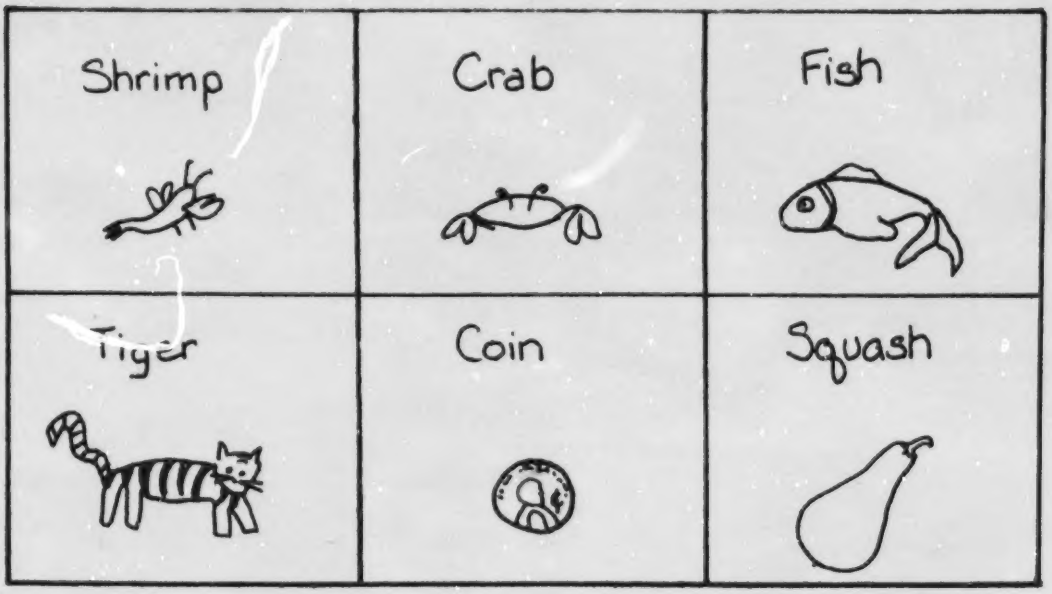
. Collection of Indochinese materials (available at Asian American Resourc Center).

. Evaluation worksheet.

. Map of world.

Bau Cua Ca' Cop

This is a gambling game played on the Vietnamese New Year (Tết) by children and adults. The playing board is the size of a tabletop so that many can play.



Three dice which have pictures on each side.

Dish with cover for shaking dice.

1. Players place money or chips on board on picture of their choice.
2. Dealer shakes dice. Players are paid if picture of their choice turns up on dice. Dealer keeps remaining money.

NAME: Denise Griffith-Sheriff SCHOOL: Immaculate Heart of Mary

SUBJECT: Math GRADE LEVEL: 6th

TITLE OF LESSON: Abacus in Math

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Some Japanese and Chinese Americans use the abacus the same way others use calculators. The abacus possesses some advantages over both mental and pencil/paper figuring.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Describe two advantages of an abacus.

2) Demonstrate the use of an abacus by solving ten arithmetic problems.

TEACHING PROCEDURE(S):

1) Show the abacus (or soroban) to students and give a brief history of its origin (use pages 11 and 12 of The Japanese Abacus). Mention the victory the abacus had in a contest between an electric calculator and an abacus in Tokyo. Stress the fact that many Chinese and Japanese American people still use the abacus instead of a cash register or calculator.

   . Describe the differences between a Chinese abacus and a Japanese soroban. (If possible, bring examples of each.)

2) Demonstrate on the abacus (or soroban) the concept of place value--ones, tens, hundreds, thousands place, etc.

3) Demonstrate simple addition and subtraction problems using no regrouping. Have students practice doing the same.

   If there are not enough abacuses to go around, mimeo pictures of the abacus on paper and have students cut out paper "beads" to place on the rods. (Use the pattern provided.)

TEACHING PROCEDURE(S):

4) Demonstrate regrouping of two digit numbers in both addition and subtraction problems. Have students also practice. (Use examples from The Japanese Abacus.)

5) Test each student on the following ten problems. Each student should work out problems on their own abacus.

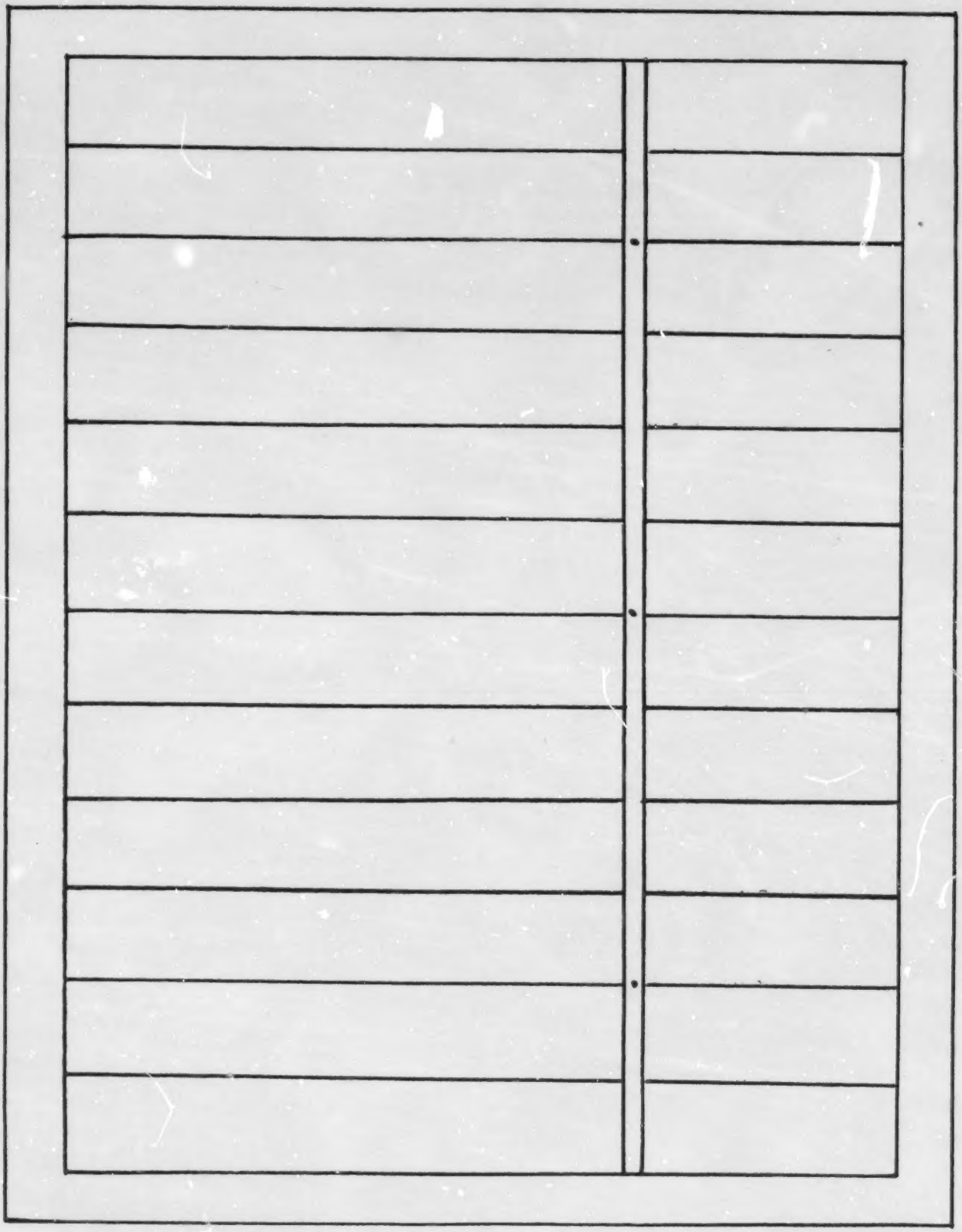
a. 3 + 3= 6	f. 55 - 25= 30
b. 5 + 6= 11	g. 82 - 78= 4
c. 12 - 6= 6	h. 76 - 28= 48
d. 15 + 17= 21	i. 90 + 20= 110
e. 18 + 29= 47	j. 87 + 14= 101

EVALUATIVE PROCEDURE(S):

Students will be able to solve 8 out of 10 problems on the abacus correctly.

RESOURCES AND MATERIAL(S):

- The Japanese Abacus - Its Use and Theory, Takashi Kojima, Charles E. Tuttle Company, Rutland, 1974.
- Chinese abacus and Japanese soroban examples.
- Abacus picture for mimeo.


ABACUS

NAME: Denise Griffith-Sheriff SCHOOL: Immaculate Heart of Mary

SUBJECT: Math GRADE LEVEL: 6th

TITLE OF LESSON: Folktale Word Problems

KEY CONCEPT(S): Tradition

GENERALIZATION(S): Chinese Americans have a rich history of folktales that are remembered and retold today.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Retell a Chinese folktale, "A Story of An Urn."

2) Compute eight word problems based on the folktale.

TEACHING PROCEDURE(S):

1) Ask students to define "folktale." (A story that is usually passed on to family members.)

2) Give examples of folktales known by the students. (Paul Bunyan, How the Camel Got Its Hump, etc.)

3) Folktales may be carried on in certain Asian American families. One Chinese folktale is related to a tradition practiced during the Chinese New Year.

Read "A Story of An Urn," p. 61 in Chinese Cultural Resource Book.

. What other stories do you know that are similar? (Goose That Laid a Golden Egg.)

4) Pass out the worksheet based on the folktale. Students should complete the problems individually.

EVALUATIVE PROCEDURE(S):

1) Students should retell "A Story of An Urn" as a class.

2) Students should successfully answer eight word problems on the worksheet.

RESOURCES AND MATERISL(S):

. Chinese Cultural Resource Book, Irene Kwok, National Assessment and Dissemination Center, Fall River, 1976.

. Word problem worksheet.

Name_____

Story of an Urn

1. Sim Man Sam has five boxes of urns with 12 urns in a box. How many urns does he have in all?

2. Sim Man Sam sold seven urns to Fong Kun for $2.50 each. How much did Fong Kun pay?

3. Fong Yep painted the urns and resold all seven for $2.95 each. What was his total profit?

4. Mr. Lee bought a box of 18 urns for $40.50. How much is each urn?

5. Sim Man Sam put 25 coins in his urn and they multiplied 7 times overnight. How many coins did he have?

6. Mr. Yim had 29 ducks. Three ducks disappeared daily for one week. How many ducks were left?

7. Sim Man Sam had four urns with four dozen coins in each. How many coins in all?

8. Fung Eng is expecting 50 people for a New Year Celebration. How many dozen cans of pop should he buy if each guest is allowed three cans?

NAME: Denise Griffith-Sheriff SCHOOL: Immaculate Heart of Mary

SUBJECT: Math GRADE LEVEL: 6

TITLE OF LESSON: Yin and Yang Math

KEY CONCEPT(S): Yin/Yang, Harmony

GENERALIZATION(S): Many people's beliefs guide the way they view the world. Some math problems can be viewed using the belief of Yin and Yang--the harmony of opposites.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Describe, in simple terms, the Chinese concept of Yin and Yang.

2) Give one example using the Yin and Yang concept.

3) Compute ten simple problems based on the Yin/Yang philosophy.

4) Utilize the Chinese characters for numbers in solving math problems.

TEACHING PROCEDURE(S):

1) Have Yin and Yang written on the board and introduce the concept by the activity, "Yin and Yang," described in Rainbow Activities, p. 73.

   This activity demonstrates the necessity of conflicting forces in life to create a harmony.

   . What are other examples of Yin and Yang in life?

2) Discuss how some math concepts also involve the complementing of each other. For example:

   if $36 \div 9 = 4$ (Yin) then $4 \times 9 = 36$ (Yang)

   $7 - 6 = 1$ (Yin) $1 + 6 = 7$ (Yang)

3) Have students solve the ten simple math problems on worksheet #1 using the Chinese characters.

4) When they have practiced using the characters, have students solve problems on worksheet #2 using the Yin/Yang concept.

EVALUATIVE PROCEDURE(S):

1) Have a class discussion on the following questions:

   . What is the idea behind Yin/Yang? (harmony of opposites)
   . Give an example of a Yin/Yang concept.

2) Students will be able to complete worksheet #2 utilizing the concept of Yin and Yang.

RESOURCES AND MATERIAL(S):

. Rainbow Activities Book, Ethnic Cultural Heritage Program, Creative Teaching Press, South El Monte, 1977.

. Worksheets #1 and 2.

Name_____

WORKSHEET #1

1.) One (yat) 一
2.) Two (yi) 二
3.) Three (saam) 三
4.) Four (sei) 四
5.) Five (ng) 五
6.) Six (luk) 六
7.) Seven (tsat) 七
8.) Eight (baat) 八
9.) Nine (gau) 九
10.) Ten (sap) 十

Answer the following 10 problems using the correct Chinese characters.

1.) 一 + 二 =

2.) 九 - 八 =

3.) 十 - 七 =

4.) 四 + 三 =

5.) 五 + 五 =

6.) 二 ÷ 二 =

7.) 二 × 二 =

8.) 六 ÷ 三 =

9.) 四 + 一 =

10.) 十 ÷ 五 =

Name_____

Yin and Yang Worksheet #2

Yin and Yang is the philosophy of opposing forces creating harmony in life. Math processes also can show the idea of Yin and Yang.

Examples:	Yin		Yang
	$8 \times 9 = 72$	so	$72 \div 9 = 8$
	$4 + 8 = 12$	so	$12 - 8 = 4$
	$81 \div 9 = 9$	so	$9 \times 9 = 81$
	$15 - 8 = 7$	so	$8 + 7 = 15$

Give the Yang example to each Yin:

1. 三 + 一 = 四 so _____
2. 九 ÷ 三 = 三 so _____
3. 八 − 七 = 一 so _____
4. 五 × 一 = 五 so _____
5. 四 + 四 = 八 so _____
6. 十 − 八 = 二 so _____
7. 三 + 三 = 六 so _____
8. 六 × 一 = 六 so _____
9. 三 + 七 = 十 so _____
10. 八 ÷ 二 = 四 so _____

NAME: Jerry Simpson SCHOOL: Phalen Lake Elementary

SUBJECT: Social Studies GRADE LEVEL: 6th

TITLE OF LESSON: Stereotyping: Past and Present

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): Stereotyping may have gotten more subtle, but it still exists on television, rock music, etc.

BEHAVIORAL OBJECTIVE(S): Students will be able to find three examples of Asian Americans being stereotyped.

TEACHING PROCEDURE(S):

1) Ask students to draw a picture of an Asian American boy and girl. It may help to explain who Asian Americans are before the activity. (Asian Americans are Americans who have an Asian heritage. They may have relatives or ancestors from an Asian country.)

2) Discuss the pictures.

   - Why did you make your pictures look this way?
   - Do you think Asian Americans really look this way?
   - Are your drawings stereotypic or realistic? (Stereotyping a person means that you assume that that person is exactly like others of his/her group.)
   - How do comic books portray Asian Americans? (If possible, bring examples of cartoons or comic books portraying Asian Americans.)

3) Discuss John Belushi's "Samurai" skit from "Saturday Night Live" on television.

   - What kind of character does John Belushi play? (A Japanese samurai warrior.)
   - How does this character act? (The samurai is very ferocious and welds his sword insanely. He utters unintelligible phrases.)
   - How is this portrayal stereotypic? (Samurais are frequently shown as demented warriors when, in fact, they were once a very respected class in Japan. Years of intensive training went into becoming a good samurai--restraint was considered a desirable goal.

TEACHING PROCEDURE(S):

Japanese movies in the United States have led to the stereotyping of the language. Many people parody the Japanese language the way Belushi does.)

4) Play Mick Jagger's Some Girls album.

- What does he say about Asian girls? (They're mysterious and exotic)
- Is this a stereotype? (yes)
- How can you combat stereotyping?

EVALUATIVE PROCEDURE(S):

Ask students to list and describe three examples of Asian Americans being stereotyped in the media. Ask students to think of situations in which Asian Americans were parodied or inaccurate generalizations were made of them.

Some examples might be:

a) "Kato" from "The Green Hornet" T.V. series.
b) Inspector Clouseau's Asian sidekick and valet.
c) "Kung Fu" T.V. series with David Carradine.
d) "Sgt. T. K. Yu" T. V. series

These portrayals of Asian Americans stereotype the use of martial arts. All Asian Americans do not know kung fu, karate, etc. and in addition, these portrayals of the martial arts misrepresent the philosophy behind them.

RESOURCES AND MATERIAL(S):

- Comic books or examples of Asian American stereotyping.
- Some Girls album by Rolling Stones.
- Paper for drawing.

NAME: Jerry Simpson SCHOOL: Phalen Lake Elementary

SUBJECT: Language Arts GRADE: 6th

TITLE OF LESSON: Keep It Short, Simple and Small - Haiku

KEY CONCEPT(S): Heritage

GENERALIZATION(S): Asian Americans have a rich cultural heritage. Haiku writing is one of the contributions Asian Americans have shared in America.

BEHAVIOR OBJECTIVE(S): Students will be able to write two haiku poems about a specific nature object according to the haiku rules.

TEACHING PROCEDURE(S):

1) Review the idea of "poetry" with the class.

- What is a "poem" to you?
- Do poems have to rhyme? (No)
- How long are they?

Review two different kinds of poems with the students.

- What's a limerick? (A kind of humorous verse with five lines. There are specific rules to writing a limerick.)
- Give an example of a limerick.

Eg. There once was a woman named Rose
Who threw all her money to clothes
One day she awoke
To find that her cloak
Had tiptoed away with her toes.

- What is a haiku? (A haiku is a Japanese word for a short, three lined poem that does not necessarily rhyme. It is written according to specific rules, however.)

2) Explain the rules of haiku writing.

Haiku began many years ago in Asia. Haikus of great masters are still being read by people today. Many of these masters were Japanese.

TEACHING PROCEDURE(S):

Haiku is written generally about small things in nature (i.e. fog, rain, frog, etc.). Many people see beauty in small things instead of large objects. A blade of grass can be more beautiful than a field.

The first line of a haiku must have five syllables The second line must have seven and the last line must have five syllables.

3) Write a haiku together on the chalkboard.

Eg. Oh, little woodtick (5)
Why do you drill on my leg? (7)
Do you want my blood? (5)

EVALUATIVE PROCEDURE:

. Have students write two haikus (about a nature object) with illustrations.
The class will later review them according to the 5-7-5 haiku rules.

RESOURCES AND MATERIAL(S):

. East/West Activities Kit, Visual Communications, Los Angeles, 1976

. Haiku Poetry: A Children's Collection, The Children of Wilhelm School, The Wilhelm School, Houston, 1978.

. In a Spring Garden, Richard Lewis (Ed.), The Dial Press, New York, 1965.

NAME: Roger Montgomery SCHOOL: Open School

SUBJECT: Reading/Social Studies GRADE LEVEL: Intermediate

TITLE OF LESSON: "America is in the Heart"

KEY CONCEPT(S): Conflict

GENERALIZATION(S): American history is filled with conflicts between people. Pilipino immigrants often faced conflicts in adjusting to life in America.

BEHAVIORAL OBJECTIVE(S): Students will be able to briefly describe the history of early Pilipino immigration by:

- citing several reasons for their immigration.
- describing the early occupations held by Pilipino immigrants.
- describing examples of conflict faced by the immigrants characters in a short story.

TEACHING PROCEDURE(S):

Day One

1) Have students read the history of early Pilipino immigration to America as described in Contacts and Conflicts, a student text on the history of Asian American immigration. For additional information, read selections from student written text, Diwang Pilipino and view photographs from Letters in Exile.

2) Discuss the early history of Pilipino immigration.

- What were some reasons for the early Pilipino immigration to America? (Hawaiian sugar plantation labor, continuation of professional education)
- What occupations were open to the immigrants?
- What was the national attitude toward the Pilipino immigration around 1923? (Unfavorable. The new arrivals were seen as unjust competition to American labor--the "Filipino invasion" had begun.)
- Why was the immigration of the Pilipinos seen as a unique "problem" and different from the immigration of the Chinese and Japanese? (The Immigration Act of 1924 specifically excluded alien Chinese and Japanese but the Pilipinos were neither aliens nor citizens. Since the Philippines were pos-

TEACHING PROCEDURE(S):

sessed by America, the Pilipinos were "subjects" of the United States Government and could therefore immigrate.)

Day Two

3) Students should read the short story excerpt from America is in the Heart included in Aiiieeee! An Anthology of Asian American Writers.

4) Discussion questions should include the following:

- Describe the two main characters. (They were two Pilipino immigrants on the west coast.)
- How does Carlos' friend, Julio, view gambling?
- What's Carlos' attitude toward gambling and cheating?
- What happens to Carlos during the period when he has money?
- What changes occur in his attitudes during the story?

EVALUATIVE PROCEDURE(S):

The story ends with Carlos beginning to write: "I'll tell the world what they have done to me!"

- Have students finish what Carlos began in a first person account. (Make sure students describe several of the points outlined in the behavioral objective.)

RESOURCES AND MATERIAL(S):

- "America Is in the Heart," from Aiiieeeee! An Anthology of Asian American Writers, Frank Chin, et al., Anchor Books, New York, 1975.
- Contacts and Conflicts: The Asian Immigration Experience, Asian American Studies Center, UCLA, CA., 1975.
- Diwang Pilipino, Jovine Navarro (Ed.), Asian American Studies, Davis, CA., 1974.
- Letters in Exile, UCLA Asian American Studies Center, University of CA., 1976.
- Worksheet.

"I'll Tell The World What They Have Done To Me!"

Finish Carlos' story.

NAME: Roger Montgomery SCHOOL: Open School

SUBJECT: Social Studies GRADE LEVEL: Intermediate

TITLE OF LESSON: Chinese Workers Stand Up for Their Rights

KEY CONCEPT(S): Arbitration

GENERALIZATION(S): Negotiating is one method of achieving change. The early Chinese laborers in America attempted to better their condition through negotiations with labor management.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Identify three demands made by the Chinese laborers during the strike.

2) List specific tasks Chinese laborers performed on their jobs.

TEACHING PROCEDURE(S): Day One

1) Read Chinese Americans: Past and Present, pp. 13-20. Answer questions at the end of each chapter.

   These chapters, "The Chinese: Railroad Builders of the West," and "Chinese Workers Stand Up for Their Rights," describes the involvement of the early Chinese workers on the railroad and the discrimination they faced.

2) Have students review arbitration procedures and vocabulary.

   . As a class define the following words:

   a) Arbitrator - A person chosen to settle the issue between disagreeing parties.

   b) Mediator - A person that settles or resolves differences between conflicting parties.

   c) Stalemate - A situation in which further action by two sides is impossible; a deadlock.

TEACHING PROCEDURE(S):

d) Negotiate - To settle by discussing.

e) Bargaining Table - Place where two parties arrive at an agreement.

f) Strike - A stopping of work by employees in support of demands made upon their employer.

g) Strikebreaker - One who works (or provides an employer with workers) during a strike.

h) Scab - A strikebreaker; an employee who works while others are on strike.

Day Two

1) View "Jung Sai-Chinese American" as a class.

- What conditions existed for the early Chinese laborers?
- Why did Chinatowns develop?
- What/where was Angel Island?

EVALUATIVE PROCEDURE(S):

1) One group will represent Chinese laborers and make their respective demands. Each group should state their position in a paper.

- What were three demands of the early Chinese laborers?
- How would you argue to support your demands?

2) The other group will represent management and give their arguments.

- What were the opposing statements of the labor management?
- How could you argue to support the management's position?

3) The two sides will voice their arguments, present their papers, decide upon a compromise. If a settlement cannot be agreed upon, an arbitrator should be chosen.

4) At the end of the role play, review the vocabulary in relation to the activity events.

- Was there an arbitrator?
- Was there a stalement?

RESOURCES AND MATERIAL(S):

- Chinese Americans: Past and Present, The Association of Chinese Teachers, San Francisco, 1978.
- Chinese-American Workers: Past and Present, Graphic Arts International Union, San Francisco, 1970.
- "Jung Sai-Chinese American," Macmillan Films, New York, 1978.

NAME: Roger Montgomery SCHOOL: Open School

SUBJECT: Reading/Social Studies GRADE LEVEL: 5-9

TITLE OF LESSON: Chinese Contribution to Railroad Development

KEY CONCEPT(S): Contributions/Discrimination

GENERALIZATION(S): The early Chinese greatly contributed in the development of the Transcontinental Railroad. Many of their hardships were due to racial discrimination.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Identify three major hardships of Chinese railroad workers.

2) Identify two beliefs the workers held, which would not be held by traditional American workers.

TEACHING PROCEDURE(S):

1) Show pictures of railroad workers from In Movement, A Pictorial History of Asian America, pp. 4-54.

2) For secondary students, view the film, "Jung Sai-Chinese American." This film shows a young Chinese American woman searching her ethnic roots in early California history. She interviews old timers and others who knew of the early Chinese laborers.

3) Ask introductory thought questions:

- Why were Chinese laborers used? (They were cheap labor.)
- What conditions did they face?
- What do you think they were paid?
- What problems developed?

4) Read The Iron Moon Hunter.

- Discuss problems the workers faced as described in this story. (Hazardous work conditions, low pay, physical and verbal abuse, etc.)

EVALUATIVE PROCEDURE(S):

Students will write a dialogue between the living workers in The Iron Moon Hunter and their dead friends whom they encounter at the end of the story. The dialog should mention the hardships the Chinese workers faced and some of their beliefs.

RESOURCES AND MATERIAL(S):

- In Movement-A Pictorial History of Asian America, Franklin Odo, Visual Communications, Los Angeles, 1977.
- The Iron Moon Hunter, Kathleen Chang, Children's Book Press, San Francisco, 1977.
- "Jung Sai-Chinese American," Macmillan Films, New York, 1977.

NAME: Roger Montgomery SCHOOL: Open School

SUBJECT: Social Studies/Math GRADE LEVEL: Intermediate

TITLE OF LESSON: Forms in Space - The Tangram I

KEY CONCEPT(S): Ethnic Contributions

GENERALIZATION(S): Asian Americans have made many contributions in our society. The tangram, created in China many years ago, is one contribution.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Design and construct a tangram.

2) Complete a figure with the tangram pieces.

TEACHING PROCEDURE(S):

1) As a class, list a variety of individual and couple games people play (e.g., solitare cards, mazes, cats cradle, checkers, dominoes, etc.).

2) Using a couple of those games, investigate their ethnic origin as described in the book, Games of the World. The search for the game origins should build an awareness of the multiethnic contributions of America's games.

3) Introduce the tangram puzzle using the information provided in Tangrams: An Ancient Chinese Puzzle.

4) Distribute construction paper and the tangram pattern to students. The students should make their tangram as precise as possible.

5) After the tangrams are completed, distribute several actual size silhouettes for their duplication. Or, use the patterns from Contemporary Tangram Activity Cards and Tangram Tasks.

Supplementary Activities

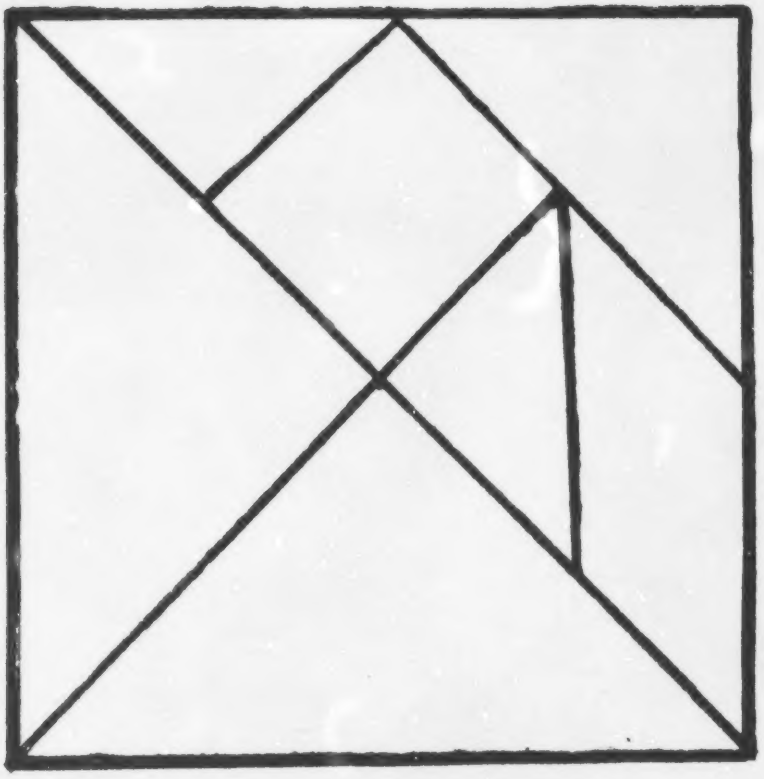
- Students can create their own tangrams using a different set of shapes.
- Students can have tangram competitions building gradually more complex figures.

EVALUATIVE PROCEDURE(S): Students will design and construct a tangram and complete one figure using the tangram pieces.

RESOURCES AND MATERIAL(S):

- Contemporary Tangram Activity Cards, Haugaard and Horlock, Prentice Hall, Inc., Englewood Cliffs, 1975.
- Games of the World, Grunfeld, Holt, Rinehart and Winston, New York, 1975.
- Tangrams: An Ancient Chinese Puzzle, "A Conceptual Skill Development Kit," Carol Kubota, Dept. of Public Instruction, Olympia, WA., 1976.
- Tangram Tasks, Teachers Exchange, San Francisco, 1973.
- Tangram pattern.
- Construction materials.

This is a tangram pattern. Trace the same shapes on construction paper and cut them out for your own tangram puzzle.



SUPPLEMENTARY MATERIALS

Asian American Games

Many Asian games and sports are enjoyed by Asian Americans in the United States. Kites, dominoes, tinikling, and tangrams are a few Asian fun activities that are being integrated into classrooms in America.

The following information provides additional activities of Asian origin which may be incorporated into ongoing classroom curricula.

Hawaiian Games

Konane

Konane is like checkers and is a quiet game played by two. A board with a checker-like pattern is played upon. The object of the game is to move your pieces until your opponent cannot make any more moves. In the early Hawaiian game, the playing pieces were made from white coral stones and black beach stones while the board was made from wood.

To make a Konane board use a large piece of cardboard or paper and mark it with 64 spaces (eight rows by eight rows).

Use 32 black markers and 32 white (scraps of paper, chips, or buttons can be used).

Place the stones in an alternating pattern (one black, one white, one black, etc.) on the board.

Pick up one white and one black stone from the middle of the board and lay them aside after deciding who will move first. The player who starts uses the black stones.

To begin playing, a black stone is picked up, jumps over an adjacent white stone and lands into an open space. The white stone is then claimed by the player. A jump can only be made in a straight line--not diagonal.

A player can jump more than one opposing stone if they are in a straight line.

The first person who cannot make a jump loses.

Lu-lu

Lu-lu is a simple game with four pieces. The pieces are small and can be made with clay or wood.

One side of each piece is blank. The other side is marked with one, two, three, or four dots.

Each player throws the pieces in turn, and adds the points as they land. When a blank side shows up, that piece must not be used for the player's next throw. This continues until all four pieces are forfeited and the player passes his/her turn.

If a player throws the pieces and they all land with the marked side up, it counts as 15 points.

The first player to reach a certain number wins.

Supplementary Activity

This game can be used to reinforce a student's math skills. Lu-lu could also be played in place of rolling dice.

Jan Ken Po

Jan Ken Po is a game played in Hawaii with many variations. Originally brought to Hawaii by the Japanese, Jan Ken Po was played differently in Japan.

In Hawaii, Jan Ken Po begins with the children's fists clenched and shaking to the words "Jan Ken Po, Ai kono sho." On the final syllable "sho" the children unclench their fists and form Paper (flat hand), Stone (fist), or Scissors (index finger and middle finger form a "v"). Paper beats Stone, Stone beats Scissors, and Scissors beats Paper.

Korean Games

Several games and sports are enjoyed in Korea and continue to be popular among many Korean Americans. The following Korean games can be easily reproduced in the classroom.

Yut (or Yute)

Yut is a popular game among Koreans and Korean Americans. It has been played since the 9th Century and is often used during the New Year season.

Two to four players participate in the game.

To play Yut, you need:

- A playing board
- Four Yut sticks
- Four markers

Yut is played by tossing the Yut sticks and moving according to how they land.

5 spaces - all backs are up (showing)
4 spaces - all faces (flat side) are showing
3 spaces - three faces up
2 spaces - two faces up
1 space - one face up

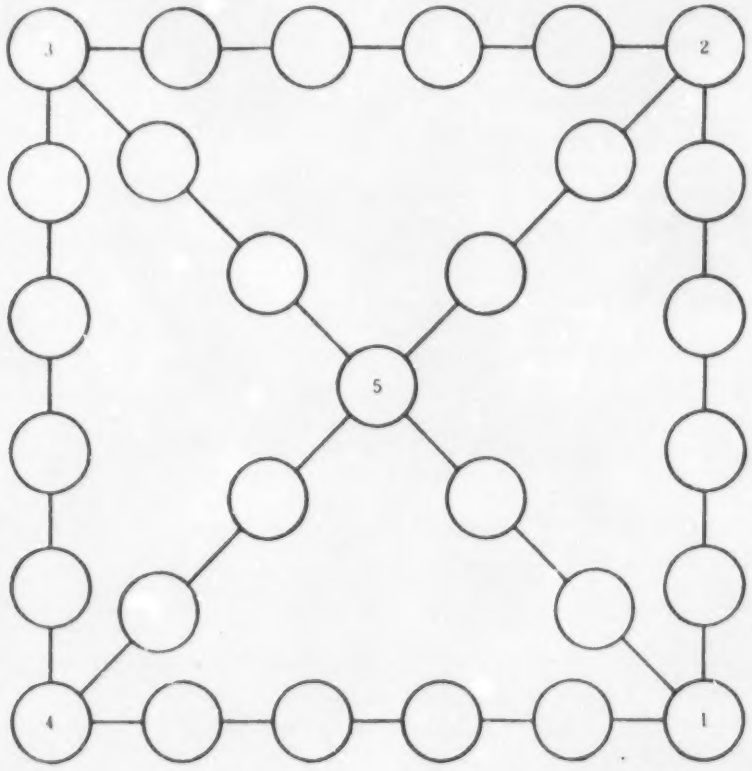
If you land on an opponent's space, your opponent's marker must return to start and you get another turn. The first person to get all four markers to the goal wins the game.

Each Yut game move has a name:

4 backs up - Moh
4 faces up - Yoot
3 faces up - Kul (gul)
2 faces up - Kai (gai)
1 face up - To (doe)

The game board has several alternative routes. The regular course goes around the square beginning at a corner and returning to that corner. (1-2-3-4-1)

If a move lands on a spot where a left turn can be made, the player can take that shortcut. The possible detours can be: 1-2-3-1, 1-2-4-1, or 1-2-5-1.



Supplementary Activity

To make a Yut game see card 6.4 of My Ancestors Are From Korea and East Asia, Oh Bong Yul (Ed.), Touch and See, Palos Verdes Estates, 1977.

Math problems can be created using the Yut sticks and their toss indications. For example, Joe tossed Kai on one turn and Moh on another. How many spaces did he move? (7)

Jumping/Seesaw

This game is popular among young girls during the New Year holidays. Since this requires space, the game should be played outdoors or in gym.

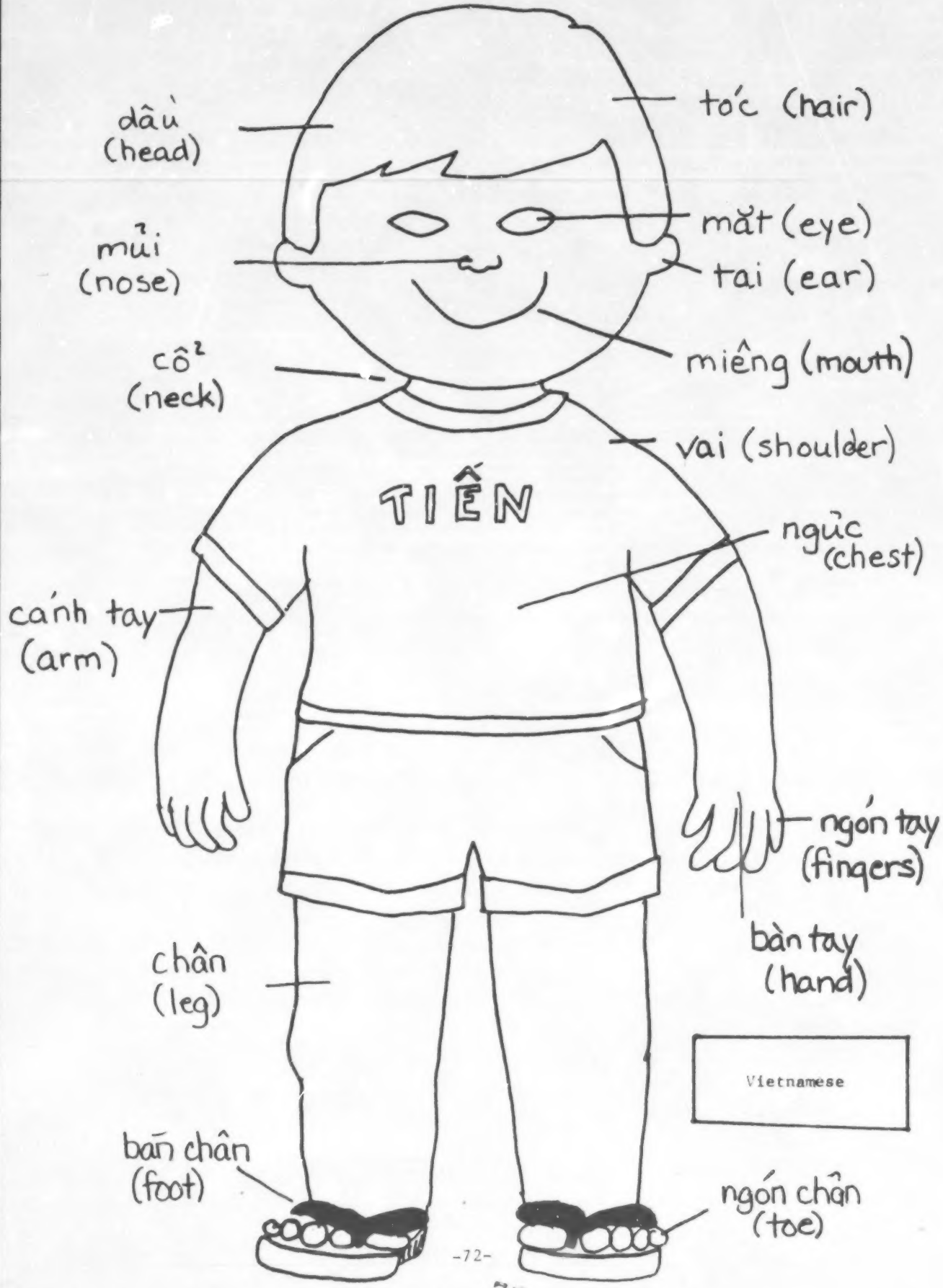
Two young people stand at each end of a wooden board (about 15 inches wide and six feet long) which is balanced on a straw bag. One person jumps hard on one end and causes the other person to jump in the air. This is done alternately.

Jegi

Jegi is a coin wrapped in thin but strong paper. A coin with a big hole in the center is often used with five inch long tails attached to it for balance.

Players kick the jegi straight up. The person who can kick it the longest without dropping it on the ground wins the game. The one who loses has to throw the jegi to the winner (like a pitcher) who kicks it. This continues until the winner fails to kick the jegi properly.

Korean Games written by: Chan Soon Olson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bàn chân
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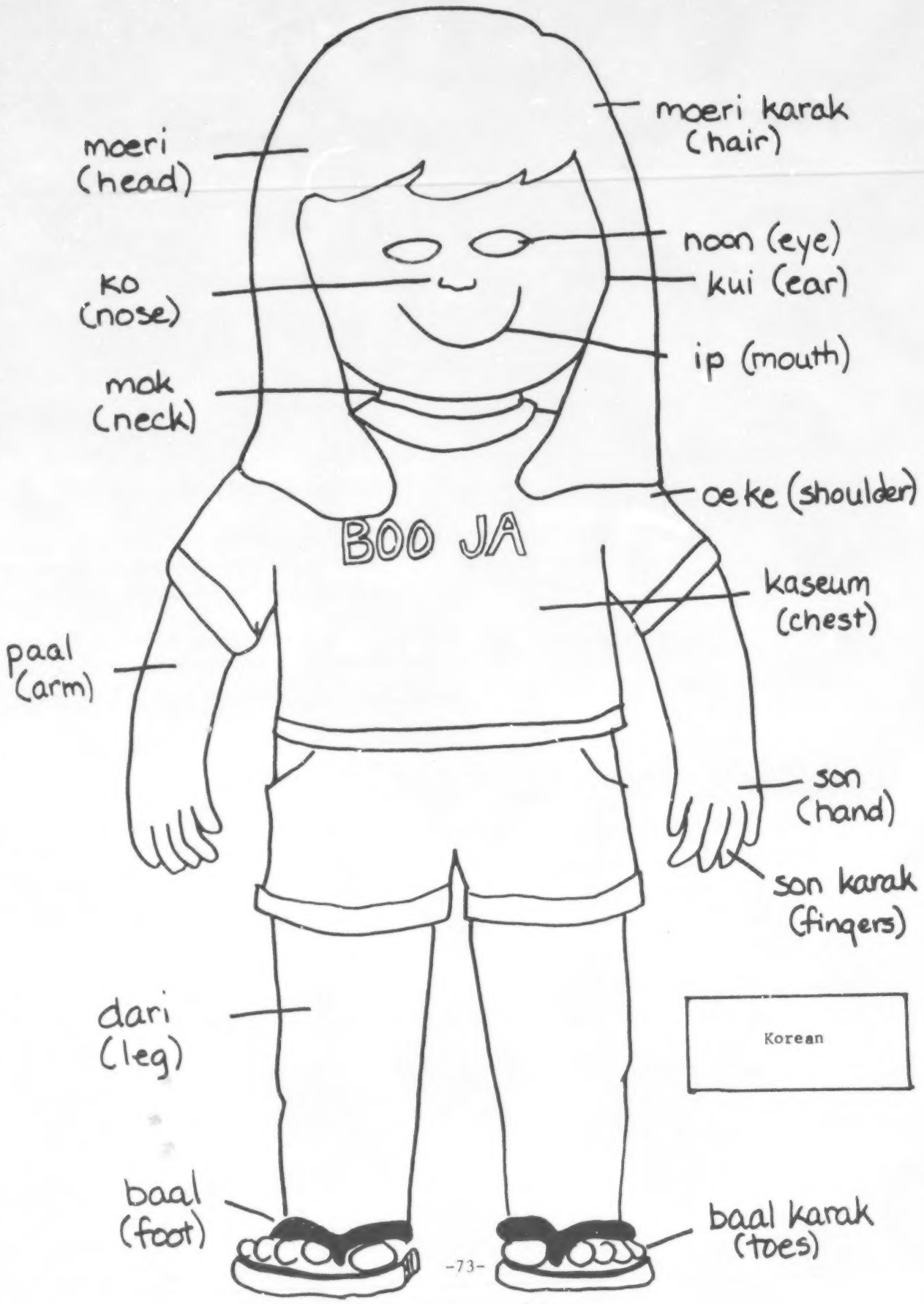
ngón chân
(toe)

Vietnamese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ASIAN AMERICANS: AN ANNOTATED BIBLIOGRAPHY

Asian American Resource Center
North End School
27 E. Geranium
St. Paul, MN 55117

I. Pre-School and Primary Levels

COUTANT, HELEN. FIRST SNOW. Knopf, 1974. A Vietnamese American girl discovers that her grandmother is dying and searches for its meaning. Only a limited amount of information is given about Vietnamese American life, yet this book is one of the first of its kind.

JAYNES, RUTH. FRIENDS! FRIENDS! FRIENDS! Bowmar Publishing Corporation. A story about friends illustrated with Kodachrome pictures. *JACP*

MIZUMURA, KAZUE. IF A BUILT A VILLAGE. T.Y. Crowell Co., 1971. Superb art and poignant narrative with good learning content. *JACP*

MIZUMURA, KAZUE. IF I WERE A CRICKET. T.Y. Crowell Co., 1973. A primary science book with outstanding art. *JACP*

MIZUMURA, KAZUE. IF I WERE A MOTHER. T.Y. Crowell Co. Concerning animal and human motherhood. *JACP*

PELLETT, ELIZABETH, et. al. A MAN IS... Aardvark Media, 1974. Excellent multi-ethnic and non-sexist content. *JACP*

PELLETT, ELIZABETH, et. al. LEARNING IS... Aardvark Media, 1974. Excellent multi-ethnic and non-sexist content. *JACP*

UCHIDA, YOSHIKO. THE BIRTHDAY VISITOR. C. Scribner's, 1975. Well-illustrated story of a Japanese American family in the 1930's to read to the young.

WYNDHAM, ROBERT, ed. CHINESE MOTHER GOOSE. World, 1968. Imaginative, richly colored paintings accompany traditional Chinese rhymes, riddles, and games similar to Mother Goose.

YASHIMA, TARO. UMBRELLA. Viking, 1963. (Grades K-3) A Japanese girl living in New York receives an umbrella for her birthday and waits impatiently to use it.

YASHIMA, TARO AND MITSU. MOMO'S KITTEN. Viking Press, 1961. A poignant story of a little girl's cat who has kittens.

II. Elementary Level

BOLES, CAROL ANN. CHINATOWN SUNDAY: THE STORY OF LILLIAN DER. Reilly and Lee, 1973. The daily life of ten-year-old Lillian Der in a middle-class Chicago suburb is presented through photographs and taped interviews with Lillian and her family.

BONHAM, FRANK. MYSTERY IN LITTLE TOKYO. Dutton, 1966. (Grades 4-6) Two Japanese American children solve a mystery and heal a long-standing neighborhood feud while staying with their grandparents in the little Tokyo area of Los Angeles.

CROSS, JENNIFER. JUSTICE DENIED: A HISTORY OF THE JAPANESE IN THE UNITED STATES. Scholastic, 1972. The story of discrimination against the Japanese immigrants in the United States, with special attention to the World War II internment.

Ethnic Understanding Series

EUS-001 ASIAN AMERICAN PEOPLE AND PLACES. Consists of 9 stories for grades 3-6. Provides a basic introduction to contemporary Asian American life styles. A variety of roles and occupations: Chinese produce men, Samoan minister, Korean teacher, Pilipino doctor and a Japanese strawberry farming family. Offers a different view of America from the perspective of Asian Americans. The stories, which are geared for varying reading abilities, are accompanied by a 54-page resource guide. *JACP*

EUS-002 EAST/WEST ACTIVITY. Composed of four large sheets which can be used as display posters or cut up into separate activities. The projects, which include Chinese character writing, Japanese origami, Pilipino sipa balls and Hawaiian poi are primarily a lesson in cultural universality emphasizing activities in different cultures. The educator must be careful not to turn the lesson into examples of the "exotic Orient." *JACP*

RAINBOW ACTIVITIES. Creative Teaching Press, Inc., 1977. Fifty multi-cultural/human relations experiences under four categories: cultural pluralism, self-image, values and feelings. There are some activities showing Asian American influences. The book was developed by Seattle Public School District No. 1.

REKDAL, C.K. AND B.S.L. KAN. JING HO HAUK HO #1. Fortune Cookie Press, 1976. A good make it, do it and learn it book containing fourteen Chinese activities for children. *JACP*

REKDAL, C.K. AND B.S.L. KAN. JING HO HAUK HO #2. Fortune Cookie Press, 1976. Additional activities in a sequal to the first book. *JACP*

SASAKI, JEANNINE AND FRANCES UYEDA. CHŌCHŌ IS FOR BUTTERFLY. Uyeda Sasaki Art, 1975. Japanese-English primer written with the intent of teaching children a few words in Japanese. *JACP*

SHEPARD, MARY AND RAY VEGETABLE SOUP ACTIVITIES. Citation Press, 1975. Created from the television show, "Vegetable Soup." Contains multi-ethnic crafts, games, recipes, language activities, questions and recommended children's books. Comes with Parent-Teacher Guide Book.

UCHIDA, YOSKIKO. JOURNEY TO TOPAZ. Scribner, 1971. (Grades 4-6) The author recalls her own childhood as a Japanese American in a U.S. internment camp at Topaz, Utah.

UCHIDA, YOSHIKO. THE PROMISED YEAR. Harcourt, Brace and Co., 1959. A story of a Japanese girl who comes to spend one year with her aunt and uncle.

UCHIDA, YOSHIKO. SAMURAI OF GOLD HILL. Scribner, 1971. A boy escapes from Japan to become part of the first group of Japanese to settle in the United States.

III. Junior High Level

CHU, DANIEL AND SAMUEL. PASSAGE TO THE GOLDEN GATE. Doubleday, 1967. An easy-to-read history of Chinese Americans from the mid-1840's to 1910 including chapters on railroad building and anti-Chinese agitation. Illustrations and maps are, also, included.

CONRAT, MAISIE AND RICHARD. EXECUTIVE ORDER 9066. California Historical Society, 1972. A pictorial essay of the internment of 112,000 persons of Japanese ancestry during World War II.

DOWDELL, DOROTHY AND JOSEPH. THE JAPANESE HELPED BUILD AMERICA. Messner, 1970. A historical account of a Japanese family that migrated to California in 1855 and the economic and discrimination problems which they encountered.

HOUSTON, JEANNE WAKATSUKE AND JAMES. FAREWELL TO MANZANAR. Bantam, 1973. A true story of Jeanne and her family during their imprisonment in Manzanar, an internment camp, and their life after World War II. *JACP*

ISHIGO, ESTELLE. LONE HEART MOUNTAIN. Anderson, Ritchie and Simon, 1972. Sketches and text from behind the barbed wire. The author is a Caucasian who chose to accompany her Japanese American husband into the camp. *JACP*

LITTLE CITIZENS SPEAK. A reproduction of essays by 7th grade students of Topaz, Utah, telling of their feelings about the concentration camp experience. *JAC.

SONE, MONICA. NISEI DAUGHTER. Atlantic Monthly, 1953. An autobiography of a Nisei (second generation Japanese American) woman through her childhood struggles with complicating culture and language, into the concentration camps of World War II, and relocation after camps. A good book for developing a feeling for the social adaptation of a Nisei girl.

WARTIME HYSTERIA: THE ROLE OF THE PRESS IN THE EVACUATION OF 110,000 PERSONS OF JAPANESE ANCESTRY. A reproduction of news articles appearing in newspapers following the bombing of Pearl Harbor in 1941. *JACP*

YEP, LAURENCE. DRAGON WINGS. Harper and Row Publishers, Inc., 1977. Story of a Chinese immigrant and his son, who in the early 1900's dream of building a flying machine and succeed. In America, they are faced with prejudice and the sacrifices and failures of living with discrimination. Many of the realities of San Francisco's Chinatown in the 1900's are depicted.

IV. Senior High Level

BERKELEY HIGH SCHOOL ASIAN WRITER PROJECT. SOJOURNER IV. Berkeley, 1974. Stories, poems, drawings and photos by Asian American students and parents. Contains many selections on women.

BULOSAN, CARLOS. AMERICA IS IN THE HEART. University of Washington Press, 1973. Autobiography of the well-known Pilipino poet describing his boyhood in the Philippines, his voyage to America, and his years of hardship and despair as a migrant laborer in the rural West.

CHIN, FRANK, JEFFERY PAUL CHAN, LAWSON FUSAO INADA, AND SHAWN YOUNG. AIIEEEEE! AN ANTHOLOGY OF ASIAN-AMERICAN WRITERS. Doubleday, 1974. This anthology includes the writings of fourteen accomplished Americans of Japanese, Chinese and Pilipino descent. It can be used with secondary students and adults. *JACP*

DANIELS, ROGER. CONCENTRATION CAMPS USA: JAPANESE AMERICANS AND WORLD WAR II. Holt, Rinehart, Winston, Inc., 1971. The relocation of 112,000 West Coast Japanese of whom two-thirds were American citizens.

DANIELS, ROGER AND HARRY KITANO. AMERICAN RACISM. Prentice-Hall, Inc., 1971. Defines the various elements of racism in our society.

HSU, HAI-YU AND HELEN PALUBINSKAS, editors. ASIAN AMERICAN AUTHORS. Houghton Mifflin Company, 1972. Contains selections of prose and poetry by Chinese, Japanese, and Pilipino American writers. This is a good introduction to Asian American literature and is tailored for high school students, but some of it is suitable for younger students. The authors include questions at the end of each selection. Some of the ideas may be misinterpreted if you do not have a strong background in Asian American history and culture. *AB*

KINGSTON, MAXINE HONG. THE WOMAN WARRIOR. Vintage Books, 1976. First person account of growing up female and Chinese American in California. The story should be analyzed in relation to the effects of racism and sexism on an individual who is an Asian American woman.

KITANO, HARRY H.L. JAPANESE AMERICANS, THE EVOLUTION OF A SUBCULTURE. Prentice-Hall, 1969. A sociological study accompanied by a brief history. The Japanese Americans should not be used as an example of a "success story" or minority Horatio Alger story as indicated in the preface. The examination of cultural values is not necessarily complete or correct. This book is a supplementary text which should be read critically.

NEE, VICTOR G. AND BRETT DE BARY NEE. LONGTIME CALIFORN': A DOCUMENTARY STUDY OF AN AMERICAN CHINATOWN. Houghton Mifflin Company, 1974. Comprehensive study of the evolution of the Chinese community in San Francisco through interviews and conversations with residents. Traces the historical development from the late 19th century to the present.

NOVARRO, JOVINA, editor. DIWANG PILIPINO. University of California, 1974. A collection of articles, stories and poems documenting the experiences of Pilipinos in America as viewed, analyzed, interpreted, and experienced by Pilipinos.

OGAWA, DENNIS. FROM JAPS TO JAPANESE: THE EVOLUTION OF JAPANESE AMERICAN STEREOTYPES. McCutchan Publishing Corporation, 1971. An exploration of the changes in the image of Japanese Americans. These changes should be contrasted with what is viewed through the media in regard to Japanese Americans. *AB*

QUINSAAT, JESSE, ed. LETTERS IN EXILE. Regents of the University of California, 1976. Selection of essays and articles reflecting the history of the Pilipinos in America - immigration obstacles and conflict, how discriminatory practices led to the exclusion of the Pilipino and the present plight of elderly Pilipinos.

SUNG, BETTY L. THE STORY OF THE CHINESE IN AMERICA. Macmillan, 1967. This is a well documented book which is helpful for its statistics. It is, however, strongly assimilationist, so Chapters 11-15 should be read carefully and critically. It should not be used as the central text. For example, Roots: An Asian American Reader would be the central text.

VISUAL COMMUNICATIONS. IN MOVEMENT, A PICTORIAL HISTORY OF ASIAN AMERICANS. Visual Communications/Asian American Studies Central, Inc., 1977. Photographic history of the immigration, work, and community of the Asian American people. Captions accompanying pictures offer detailed descriptions.

WAND, DAVID HSIN-FU. ASIAN AMERICAN HERITAGE, AN ANTHROLOGY OF PROSE AND POETRY. Simon and Shuster, 1974. A collection of short stories, poems, essays, and novel excerpts by both immigrant and American-born Asians. *JACP*

V. Readings for Educators and Students

ASIAN WOMEN. Berkeley, 1971. This book came out of a class of Asian women at Berkeley. It is slightly uneven in quality, but useful in a women's studies course. It must be used carefully as there are some basic differences between a white women's group and a Third World group. For Asian women, the enemies are men and the systems of capitalism, racism, and imperialism. *JACP*

CHINESE AMERICANS: SCHOOL AND COMMUNITY PROBLEMS. Integrated Education Associates, 1972. An excellent series of articles on present day problems facing the Chinese Americans. *AB*

GEE, EMMA (general ed.). COUNTERPOINT: PERSPECTIVES OF ASIAN AMERICA. University of California, Los Angeles, 1976. The sequal to Roots containing a comprehensive collection of articles on and by Asian Americans. Three major sections are: Critical Perspectives, Contemporary Issues and Interactive. Included are essays, stories and poems. *JACP*

HOSOKAWA, BILL. NISEI: THE QUIET AMERICANS. William Morrow and Co., Inc., 1969. A comprehensive history of the Japanese in America.

JACOBS, PAUL, SAUL LANDAU AND EVE PEEL. TO SERVE THE DEVIL, VOLUME II: COLONIALS AND SOJOURNERS. A look at the Chinese, Japanese and Hawaiians in American history with a great collection of documents. *AB*

LAI, H. MARK AND PHILIP P. CHOY. OUTLINES: THE HISTORY OF THE CHINESE IN AMERICA. 1972. A comprehensive and detailed outline thoroughly summarizing every important aspect of Chinese American history including the modern Chinese community. *AB*

LYMAN, STANFORD. ASIAN IN THE WEST. Western Studies Center, 1970. This book contains detailed, informative background and a wealth of sociological data about Asian immigration life, etc. in the United States. Every teacher considering working Asian American units into their course curriculum should read this text. *AB*

MORALES, ROYAL F. MAKIBAKA: THE PILIPINO AMERICAN STRUGGLE. Mountainview Publishers, 1974. A presentation of the history of Pilipinos in our country with an in-depth look at today's senior citizens and newcomers. *AB*

OKIMOTO, DANIEL. AMERICAN IN DISGUISE. Weatherhill Books, 1971. A third generation Japanese and his search for his dual identity in Japan and the United States. *AB* *JACP*

TACHIKI, AMY, EDDIE WONG AND FRANKLIN ODO, editors. ROOTS: AN ASIAN AMERICAN READER. Regents of the University of California, 1971. The basic text on Asian Americans divided into three parts: history, identity and community. The history section focuses on specific events. Interviews and poems are interspersed among the articles. Recommended for all teachers embarking on an Asian American unit. This text is written by and for Asian Americans. *AB*

V. Visual Aids

AMERICA'S CHILDREN. Scott Education Division, 1970. Five sound filmstrips each with phonodisc or tape cassettes.

Attempts to show similarities and differences of five ethnic groups--Chinese American, Puerto Rican, American Indian, Mexican American, and Afro-American--and the way they adjust to living with others outside their own group. Ching dao (Island of Gold) presents the American background and Chinese heritage of an enthusiastic youngster growing up in New York City's Chinatown. Primary to Intermediate levels.

CHILDREN OF THE INNER CITY. Society for Visual Education, 1970. Six sound filmstrips, each approximately 65 frames, 16 minutes, with 3 phonodiscs and teacher's guide, or with tape cassettes.

Photographs present the problems of six different ethnic groups concerned with preserving their own cultures while attempting to join the mainstream of American life. "Cynthia: Japanese American Girl" shows Cynthia at home, in school, and participating in religious and neighborhood activities. Other strips include children who are Puerto Rican, Afro-American, Mexican American, Native American, and white Appalachian. Intermediate level.

FIVE FAMILIES. Scholastic, 1972. Five sound filmstrips, each with phonodisc or with tape cassettes.

Authentic color photographs of real children and their families--with representative background music--covers different geographical and cultural areas in the U.S. "Chinatown" focuses on the Yangs who live in San Francisco's Chinatown, speak Chinese at home, eat authentic Chinese food, and celebrate Chinese holidays. Other strips focus on Black Americans, Navajo Indians, Mexican Americans, and a circus family. Primary-Intermediate level.

MINORITIES HAVE MADE AMERICA GREAT. Set 2. Warren Schloat, 1968. Six sound filmstrips, each approximately 68 frames, 12 minutes each with phonodisc or with tape cassettes.

One strip in the series recounts the history of the Chinese and Japanese in the U.S. from the building of the transcontinental railroad through the internment camps of World War II and closes with the Asian contributions to the U.S. culture. The set also includes two strips on the Native Americans, two on the Puerto Ricans, and one on the Mexican Americann. Junior high level.

PREJUDICE IN AMERICA: THE JAPANESE AMERICANS. Multi-Media Productions, 1971. Four sound filmstrips with two phonodiscs and teacher's guide with reference listings or with tape cassettes.

Four segments cover the Japanese American experience in America: history, evacuation camps and post-war experiences. Junior high level and above.

RELOCATION OF JAPANESE AMERICANS: RIGHT OR WRONG? Zenger, 1971. Two sound filmstrips, 10 photo aids, and teacher's guide, with phonodiscs or cassettes.

The first part presents the history of Japanese Americans in the U.S. from the late 1800's, shows how Japanese adapted themselves to a new life and examines the prejudice faced by them. The second part deals with the wartime experience from Pearl Harbor, to camp life, to the final order closing the camps.

THE JAPANESE AMERICAN: AN INSIDE LOOK. Multi-Media Productions, 1973. Two filmstrips, record or cassette, with teacher's guide.

Speaks of the concepts of (1) citizenship, (2) prejudice, and (3) minority experience and is narrated by Florence Yoshiwara. Intermediate and junior high levels.

16MM Films

THE GOLDEN MOUNTAIN ON MOTT STREET. Carousel, 1972. 34 minutes, $360. Color.

Thought-provoking study of the Chinese who came to America seeking glory and riches from the golden mountain. The majority became cooks and laundry persons and maintained old customs and language. Today's American-born youth are rebelling against traditions and confronting the problems inherited as an ethnic minority. Junior high level and above.

IN A SPRING GARDEN. Weston Woods, 1967. 6 minutes, $90. Color.

Based on the book by Richard Lewis, using the illustrations by Ezra Jack Keats. Primary level.

MINORITY YOUTH: AKIRA. BFA Educational Media, 1971. 14½ minutes, $195. Color.

Akira, a Japanese American youth, describes how it feels to be a part of two cultures. At home, Japanese customs are practiced and Japanese is spoken; at school Akira leads a "typical" American boy's life. Junior high level and above.

NISEI: THE PRIDE AND THE SHAME? Macmillan Films, Inc., 1959. 25 minutes, $150. Black and white.

This film is a segment of Prudential's television series, "20th Century", narrated by Walter Cronkite. The Japanese American internment experience is explored and analyzed. Senior high level.

SIU MEI WONG: WHO SHALL I BE? Learning Corporation of America, 1971
18 minutes, $220. Color.

Story of a Chinese American girl whose experiences in public school help her resolve a conflict of values. Shall she attend the ballet class she wants to attend or the Chinese classes her father wishes her to attend? An honest picture of the conflicts faced by a child of one of America's diverse ethnic groups. One in the "Many Americans" series. Intermediate and upper level.

Symbols

AB Amerasia Bookstore, 338 East 2nd Street, Los Angeles, California 90012.

JACP Japanese American Curriculum Project, Inc. P.O. Box 367, 414 East 3rd Avenue, San Mateo, California 94401

Compiled by:
Gloria L. Kumagai
February, 1978

saint paul public schools
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AUDIO VISUAL MATERIALS

Filmstrips

Elementary

ARTS AND CRAFTS OF JAPAN
Encore Visual Education, 1972

Introduction to some of Japan's arts and crafts. Calligraphy, sumi-e, pottery, sculpture, wood prints, and toys are some of the areas described. Can be used showing Japanese arts and crafts which may be found in some Japanese American homes.

ASIAN AMERICAN ABC'S
Visual Communications, 1974

This filmstrip and teacher's manual uses Asian American artifacts to teach young students the English alphabet. Teacher's guide includes suggested activities and questions to accompany each frame.

ASIAN FAIRY TALES
Prentice Hall Media, 1968

A collection of five Asian fairy tales in filmstrip form is presented in this kit. Unfortunately the illustrators do not make distinctions among the traditional garb of the various Asian groups--one Chinese fairy tale shows a kimono clad woman among traditionally dressed Chinese. Confusing the distinct Asian ethnic groups perpetuates the stereotype that all Asians look alike.

CHILDREN OF THE INNER CITY
Society for Visual Education, 1970

Six filmstrips on different families of the "Inner City." Cynthia, Japanese-American girl, is the Asian American perspective. Describes some of the cultural traditions of one Japanese-American family. Cynthia's family is Buddhist, it should be noted that all Japanese Americans are not Buddhist.

ASIAN AMERICAN HERITAGE LIVING EXPERIENCES - (filmstrip 1)
CHINESE NEW YEAR - JAPANESE KITE FLYING CELEBRATION - (filmstrip 2)
Eye Gate Media, 1976

1) Glimpses of the experiences of Sally, a Japanese American girl. The focus is on the traditional Japanese aspects of Sally's life, i.e., flower arrangements, tea ceremonies, etc. Students should be aware that all Japanese Americans do not adhere to their cultural traditions as much as Sally does. This filmstrip also does not show similarities between Asian Americans and other people in the United States. Sally is portrayed as uniquely Japanese and is not shown as having similar feelings, problems, needs, etc. as her classmates.

2) A brief look into the traditions and festivities of the Chinese New Year, e.g., the dragon parade, special foods, etc. Good for illustrative examples of a Chinese New Year, although it does not describe the holiday thoroughly. The kite flying filmstrip is sketchy, merely showing some Asian kites flying.

CHING DAO (Island of Gold)
Prentice-Hall Media, Inc., 1970

Jimmy Moy, a Chinese American boy narrates the filmstrip, and leads the viewer around New York's Chinatown. Students are exposed to a Chinese school which Jimmy attends. Jimmy's father is shown working in a Chinese restaurant. Although it states an alternative in the teacher's guide, it should be pointed out to the class that Chinese Americans have many other occupations. Also, the teacher's guide rationalizes the Chinese restaurant and laundry business as being the result of "American taste for Chinese food and appreciation of fine Chinese laundry" instead of the Chinese people's inability (through discrimination) to enter other professions.

FIVE FAMILIES
Scholastic, 1972

Five filmstrips with tapes on different families in the United States. Teachers guide carries complete scripts with pictures, classroom activities, supplementary materials, and notes for each filmstrip. "Chinatown" is the Asian American perspective. The Yang's are a bilingual family in San Francisco's Chinatown. Glimpses of a day in the Yang family show some aspects of their Chinese heritage, e.g., wok cooking, the abacus, painting, language, food. The pictures themselves lend to classroom discussions on Chinese American experiences.

HAWAII: THE 50TH STATE; HAWAII'S PEOPLE: ISLANDS OF CONTRASTS
Encyclopedia Britannica Educational Corp., 1974

This filmstrip, from a series on Hawaii, describes the many ethnic groups of this island including Asian Americans.

THE JAPANESE AMERICANS - AN INSIDE LOOK
Multi-Media Productions, 1972

Filmstrip developed by the Japanese American Curriculum Project in California. Mrs. Yoshiwara, Curriculum Director of JACP, narrates the filmstrip and draws from her personal experiences as a Japanese American in the United States. Part I describes the Japanese immigration to the United States, and the development of legal and social racism against the Japanese people. Part II describes World War II prison camp experience, and concludes with a look at how the Japanese Americans today cope with prejudice and some corrective legislation. Teacher's guide includes activities and a bibliography.

JAPANESE STORIES OF MAGIC
Coronet Media, 1976

A collection of six Japanese folk tales.

LOOK AND SAY - Communication and Children in China
Schools Outreach Program, Midwest China Study Resource Center, 1978

This filmstrip has two sections:
Part I illustrates communication of feelings through body language and expression using pictures of Chinese children.
Part II deals with communication through speech, writing, television, etc.
Although the filmstrips do not deal directly with Asian Americans, Part I can be used to convey the universalness of communication.

THE MANY AMERICANS - Set 2
Learning Corporation of America, 1976

Part II of the "Many Americans" program describes the lives of 4 ethnically different children: Lee Suzuki (Hawaiian), Miguel (Puerto Rican), Siu Mei Wong (Chinese American), and William (Black).
These filmstrips should be used in conjunction with other filmstrips of the same ethnic minorities. If seen alone, they may perpetuate some stereotypes.

MR. TANI
Visual Communications, 1975

Mr. Tani's experiences in America. Mr. Tani, an Issei fisherman, (first generation Japanese American) describes his first impressions of America. A child also narrates Mr. Tani's experiences during and after the war.

SIX FAMILIES IN THE UNITED STATES
Encyclopedia Britannica, 1971

Description of life of Six Families in the United States. Includes a Mexican American perspective, Black, and Chinese American perspective. The Changs Celebrate New Year gives one Chinese American view. The filmstrip deals mostly on the eating/food aspect of the New Year. Description of the martial art, karate and some everyday situations included.

TALES FROM JAPAN
Coronet Instructional Media, 1971

Eight filmstrips on Japanese fairy tales are presented in this kit. One tale, "The Tears of the Dragon," unfortunately confuses the traditional garb of the Japanese with the dress of the Chinese. Again, this ignorance of distinction between the Asian cultures reinstates the stereotype that all Asian people look the same.

UNDERSTANDING CHINESE AMERICANS
The Association of Chinese Teachers, 1976

Three filmstrips dealing with different Chinese American experiences:
1) Getting to Know Carol Low, shows a Chinese American girl living in San Francisco Chinatown. Shows similarities and differences between the Chinese American and other American life styles.
2) My Friend, Roland Chan, presents the problems of a Chinese immigrant family living in Chinatown. Their difficulties in language, employment, and adjustment to a different environment are shown.
3) Julie's Report, emphasizes the contributions of the Chinese in America. Julie brings her uncle to class to tell what the Chinese did to help build America.

Films

Elementary:

JENNY
Anti-Defamation League of B'nai B'rith, 1978

Jenny and her family are Japanese Americans who share their cultural heritage in this film. Her parents and grandmother recall America's past when Japanese Americans were not accepted.

KITES AND OTHER TALES
Visual Communications

The Origins and history of kites in Asia is described by an Asian American kitemaker in this film.

SIU MEI WONG: WHO SHALL I BE?
Learning Corporation of America, 1971

Story of a young Chinese American girl who faces a conflict of cultural values. Her father wishes her to attend Chinese classes while Siu Mei wants to go to ballet class.

TO BE ME: TONY QUON
Visual Communications

This film introduces a ten-year-old Chinese immigrant and his experiences as a non English speaker in an American elementary school.

Compiled by: Sharon Shiraiwa
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